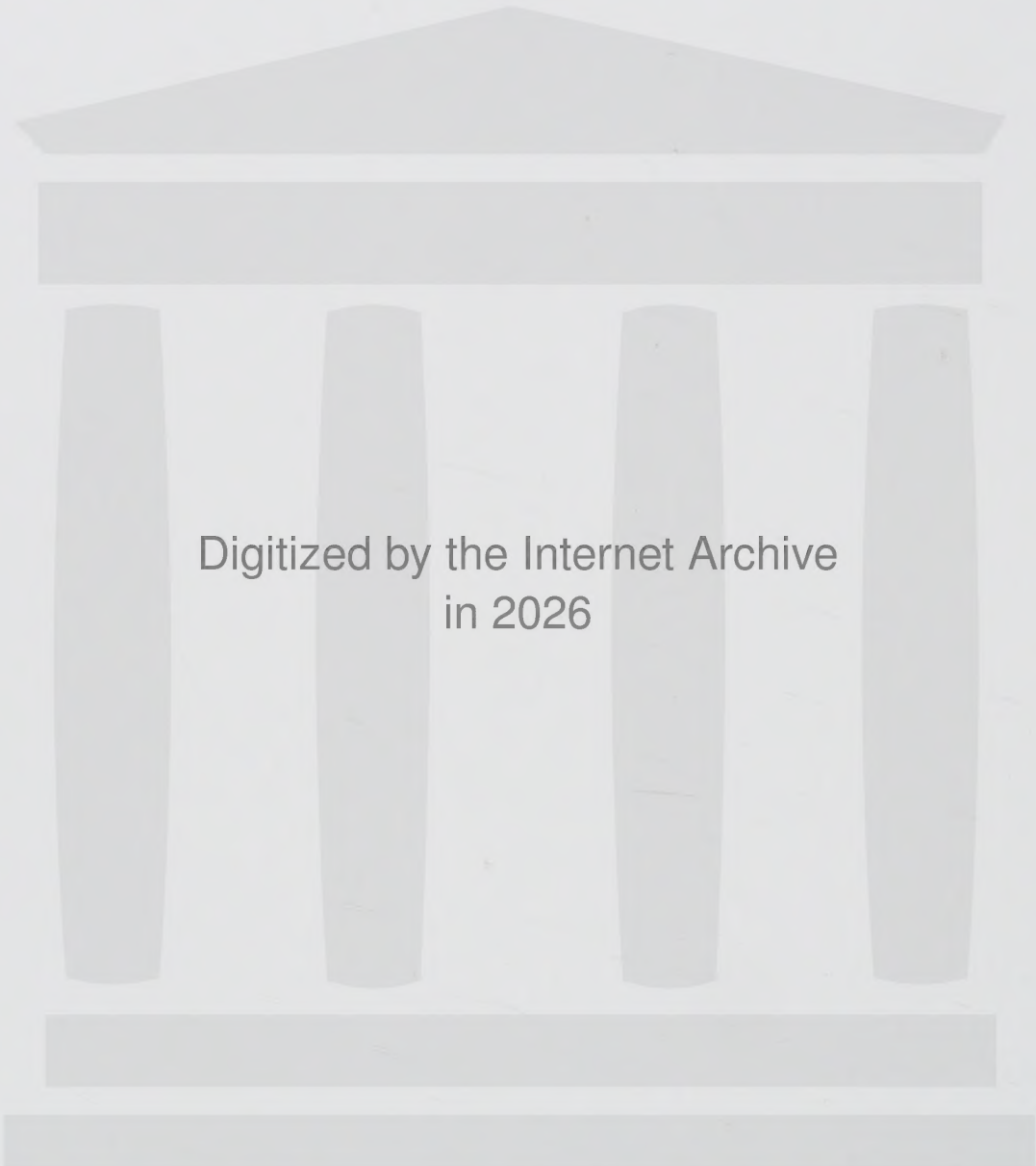
Every Student Learns

Teacher's Guide

★ Based on Research by Dr. Jim Cummins

★ Activate Prior Knowledge, Access Content, and Extend Language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Every Student Learns

Teacher's Guide

PEARSON
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Editorial Offices: Glenview, Illinois • Parsippany, New Jersey • New York, New York
Sales Offices: Parsippany, New Jersey • Duluth, Georgia • Glenview, Illinois
Coppell, Texas • Ontario, California • Mesa, Arizona

www.sfsocialstudies.com

ISBN 0-328-08999-0

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Every Student Learns

Every Student Learns is a lesson-by-lesson companion to *Scott Foresman Social Studies* and *Estudios sociales Scott Foresman.* It has been designed to provide manageable support for teachers and their students who are challenged by language issues in Social Studies, no matter what the first language may be.

Every Student Learns is built upon the Three Pillars of English Language Learning in the Content Areas as identified by Dr. Jim Cummins of the University of Toronto:

Activate Prior Knowledge/Build Background	**Access Content**	**Extend Language**
Affirmation of student's identity and cultural background		

The three pillars in the top row of the chart rest upon a very important foundation – affirmation of the student's identity and cultural background. According to Dr. Cummins, it is fundamental to the language acquisition process to create "a context in the classroom where students' cultural knowledge is expressed, shared, and affirmed, thereby motivating students to invest themselves more fully in the learning process."

How to Use *Every Student Learns*

On pages vi, viii, and x you will find a rationale supporting each of the Three Pillars of English Language Learning in the Content Areas as articulated by Dr. Cummins. Facing the rationale is a corresponding sample page from the ***Every Student Learns*** book.

For each lesson in the Social Studies program, you will find four pages of support:

- **Activate Prior Knowledge/Build Background:** Questions and Graphics
- **Access Content:** Preview the Lesson, Picture Walk, My Lesson Guide
- **Blackline Master Support:** practical and meaningful practice opportunities
- **Extend Language:** Focus on use, meaning, or form of language; Conversation Starter

You may choose to use any or all of these pages, according to need; the ***Every Student Learns*** book is a flexible tool that will work in a wide range of classrooms. Use these pages in conjunction with the tiered ESL support notes throughout your Teacher's Edition to provide complete support for your second language learners—or any struggling student—to help assure that every student in your classroom can be successful.

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Activate Prior Knowledge/Build Background

by Jim Cummins, Ph.D.
University of Toronto

Our prior experience provides the foundation for interpreting new information. No learner is a blank slate. The more a student already knows about a particular topic, the more of the text she or he is likely to understand.

Activating students' prior knowledge:

- Increases cognitive engagement and makes language and concepts more meaningful to students by enabling them to interpret new information in relation to what they already know;
- Enables teachers to get to know their students better as individuals with unique personal histories; in turn, this permits teachers to tune their instruction to the needs and interests of individual students;
- Creates a context in the classroom where students' cultural knowledge is expressed, shared, and affirmed, thereby motivating students to invest themselves more fully in the learning process.

Finding out what students know about a particular topic allows the teacher to supply relevant concepts or vocabulary that some or all students may be lacking but which will be important for understanding the upcoming text or lesson. Building this context permits students to understand more complex language and to pursue more cognitively demanding activities. It lessens the cognitive load of the text and frees up brain power.

The role of activating prior knowledge and building background knowledge is important for all students, but particularly so for ESL students who may be struggling with unfamiliar vocabulary and grammatical structures in addition to complex new concepts.

Inviting students to contribute what they already know to the class discussion communicates to students that the cultural and linguistic knowledge they are bringing into the classroom is important. It also enables teachers to get to know their students much better than if students are confined to more passive roles in the classroom.

Teachers can use a variety of strategies to activate students' prior knowledge. Discussion, visual stimuli, direct experience, writing, and dramatization can all be highly effective. Some of the most useful strategies are *brainstorming/discussion; use of graphic organizers; visuals in texts; direct experiences; writing about what we know;* and *dramatization/role-play.* These strategies are particularly important for ESL students because they allow them to relate what they already know to the abstract content of the unit. When teachers activate students' prior knowledge, it communicates a sense of respect for what students already know and an interest in their cultural background. This affirmation of students' identity motivates them to invest their identities in the learning and to learn with increased confidence in their personal worth and ability to succeed academically.

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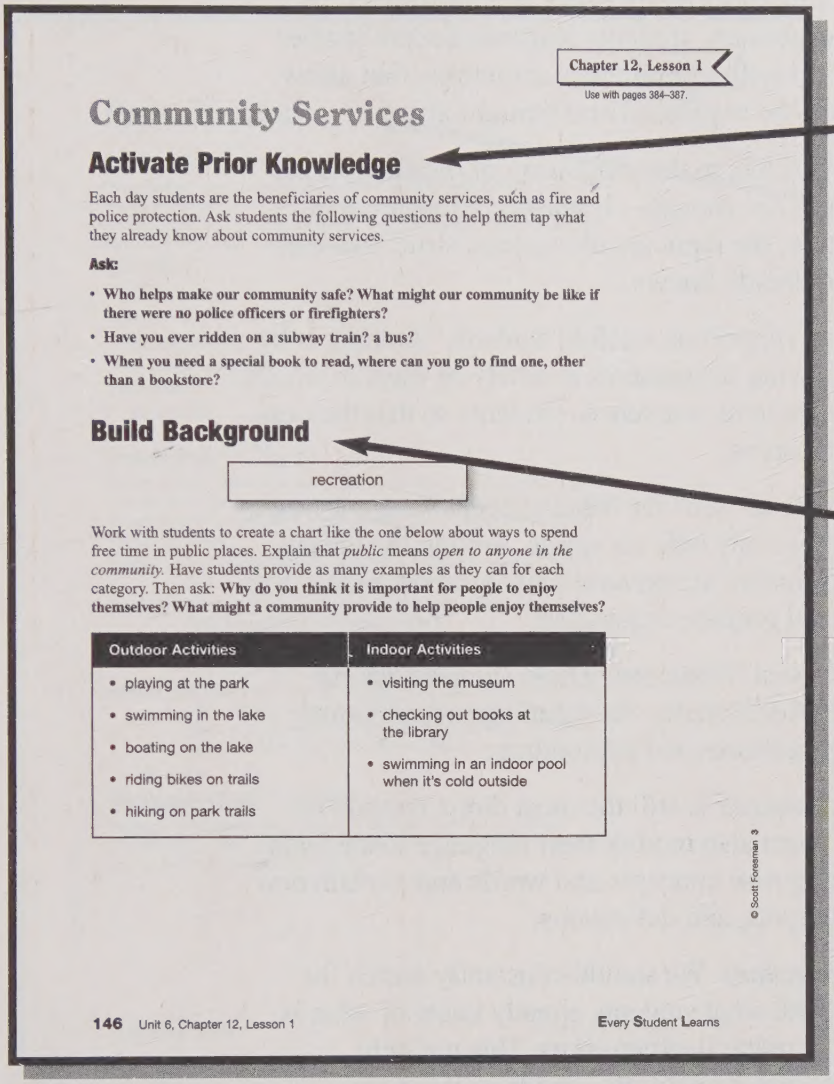

Chapter 12, Lesson 1

Use with pages 384–387.

Community Services

Activate Prior Knowledge

Each day students are the beneficiaries of community services, such as fire and police protection. Ask students the following questions to help them tap what they already know about community services.

Ask:

- **Who helps make our community safe? What might our community be like if there were no police officers or firefighters?**
- **Have you ever ridden on a subway train? a bus?**
- **When you need a special book to read, where can you go to find one, other than a bookstore?**

Build Background

recreation

Work with students to create a chart like the one below about ways to spend free time in public places. Explain that *public* means *open to anyone in the community.* Have students provide as many examples as they can for each category. Then ask: **Why do you think it is important for people to enjoy themselves? What might a community provide to help people enjoy themselves?**

Outdoor Activities	Indoor Activities
• playing at the park	• visiting the museum
• swimming in the lake	• checking out books at the library
• boating on the lake	• swimming in an indoor pool when it's cold outside
• riding bikes on trails	
• hiking on park trails	

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"Inviting students to contribute what they already know to the class discussion communicates to students that the cultural and linguistic knowledge they are bringing into the classroom is important."

"Building this context permits students to understand more complex language and to pursue more cognitively demanding activities. It lessens the cognitive load of the text and frees up brain power."

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Access Content

by Jim Cummins, Ph.D.
University of Toronto

Language is central to the teaching of virtually every school subject. In addition to expanding their vocabulary, students learning Social Studies are increasingly coming into contact with grammatical structures that allow relationships among the concepts to be expressed and thought about.

The notion of comprehensible input refers to the processing of meaning in the target language. Exposure by itself is not enough—it must be exposure that learners can understand. Furthermore, the input should contain structures that are a little beyond what the learner already knows.

One important way in which we can support or scaffold students' learning is by modifying the input itself. The following list presents a variety of ways in which we can modify the presentation of academic content to students so that they can more effectively get access to the meaning:

Using Visuals Visuals enable students to "see" the basic concept we are trying to teach much more effectively than if we rely only on words. Among the visuals we can use in presenting academic content are *pictures/photographs*; *real objects*; *vocabulary cards*; *maps*; and *graphic organizers.*

Dramatization/Acting Out Total Physical Response, where students act out commands, can be highly effective. Additionally, the meanings of individual words can be demonstrated through gestures and pantomime.

Language Clarification Use of dictionaries is still the most direct method of getting access to meaning. Teachers can also modify their language to students by paraphrasing ideas and explaining new concepts and words and explain new words by providing synonyms, antonyms, and definitions.

Making Personal and Cultural Connections We should constantly search for ways to link the academic content with what students already know or what is familiar to them from their family or cultural experiences. This not only validates children's sense of identity, but it also makes the learning more efficient.

The cultural loading of the text is just as significant as the cognitive or linguistic loading of the text. Systematic linking of the content to students' background knowledge and cultural experience not only affirms ESL students' identities and facilitates access to the language and concepts of the text, it also expands and enriches the learning of Social Studies for all students in the class.

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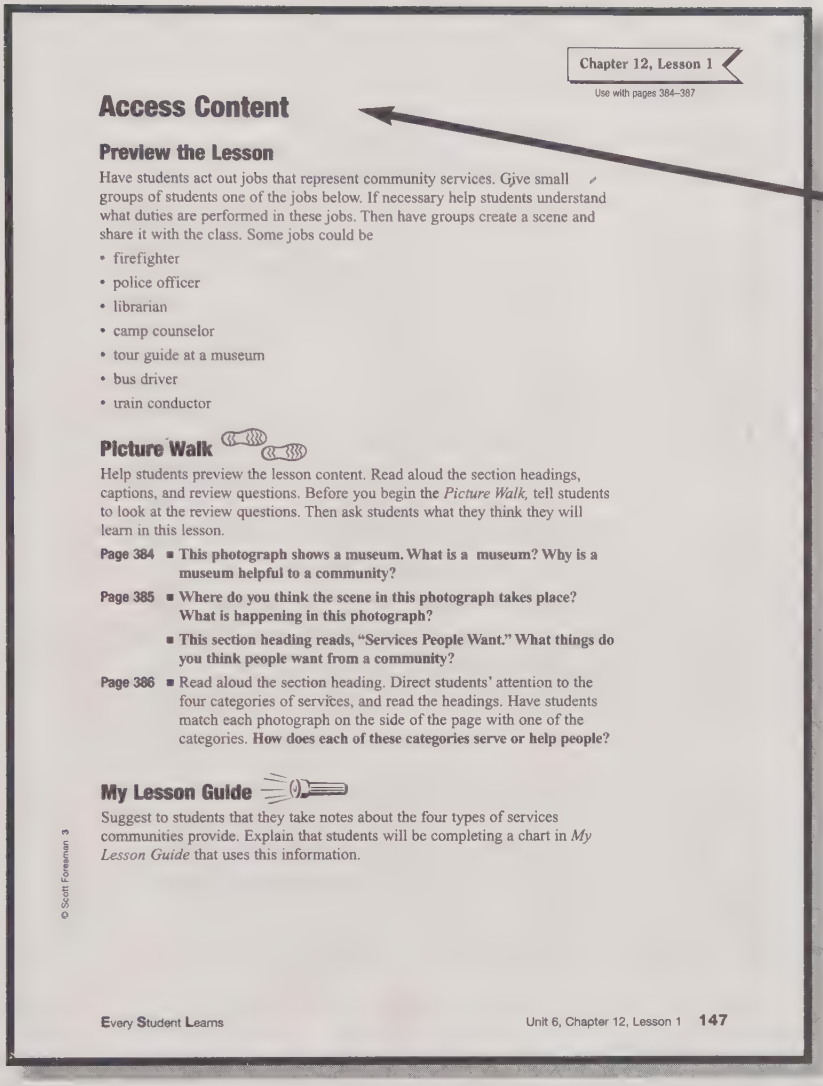

Chapter 12, Lesson 1

Use with pages 384–387

Access Content

Preview the Lesson

Have students act out jobs that represent community services. Give small groups of students one of the jobs below. If necessary help students understand what duties are performed in these jobs. Then have groups create a scene and share it with the class. Some jobs could be

- firefighter
- police officer
- librarian
- camp counselor
- tour guide at a museum
- bus driver
- train conductor

Picture Walk

Help students preview the lesson content. Read aloud the section headings, captions, and review questions. Before you begin the *Picture Walk,* tell students to look at the review questions. Then ask students what they think they will learn in this lesson.

Page 384 ■ **This photograph shows a museum. What is a museum? Why is a museum helpful to a community?**

Page 385 ■ **Where do you think the scene in this photograph takes place? What is happening in this photograph?**

■ **This section heading reads, "Services People Want." What things do you think people want from a community?**

Page 386 ■ Read aloud the section heading. Direct students' attention to the four categories of services, and read the headings. Have students match each photograph on the side of the page with one of the categories. **How does each of these categories serve or help people?**

My Lesson Guide

Suggest to students that they take notes about the four types of services communities provide. Explain that students will be completing a chart in *My Lesson Guide* that uses this information.

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Every Student Learns Unit 6, Chapter 12, Lesson 1 147

"Visuals enable students to "see" the basic concept more effectively."

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Extend Language

by Jim Cummins, Ph.D.
University of Toronto

In order to understand how to extend students' grasp of academic language and how to use language powerfully, it is important to distinguish the following three very different aspects of proficiency in a language:

Conversational fluency is the ability to carry on a conversation in familiar face-to-face situations. It involves use of high frequency words and simple grammatical constructions.

Discrete language skills reflect specific phonological, literacy, and grammatical knowledge that students acquire as a result of direct instruction and both formal and informal practice (e.g., reading).

Academic language proficiency includes knowledge of the less frequent vocabulary of English as well as the ability to interpret and produce increasingly complex written language.

The learning of discrete language skills does not generalize automatically to academic language proficiency. ESL (and native-speaking) students who can "read" English fluently may have only a very limited understanding of the words they can decode. The development of reading comprehension ability in the content areas, and academic language proficiency generally, requires very different forms of instruction than the forms that are successful in teaching discrete language skills.

In short, academic language proficiency does not automatically develop on the basis of either the students' conversational fluency in English or their knowledge of discrete language skills taught by means of direct instruction in school. The development of academic language proficiency, for both ESL and non-ESL students, requires specific instructional strategies designed to enable students to "harvest the language" they encounter in the content areas.

A systematic focus on and exploration of language is essential if students are to develop a curiosity about language and deepen their understanding of how words work. Students should be encouraged to become "language detectives" who investigate the mysteries of language and how it has been used throughout history to shape and change society.

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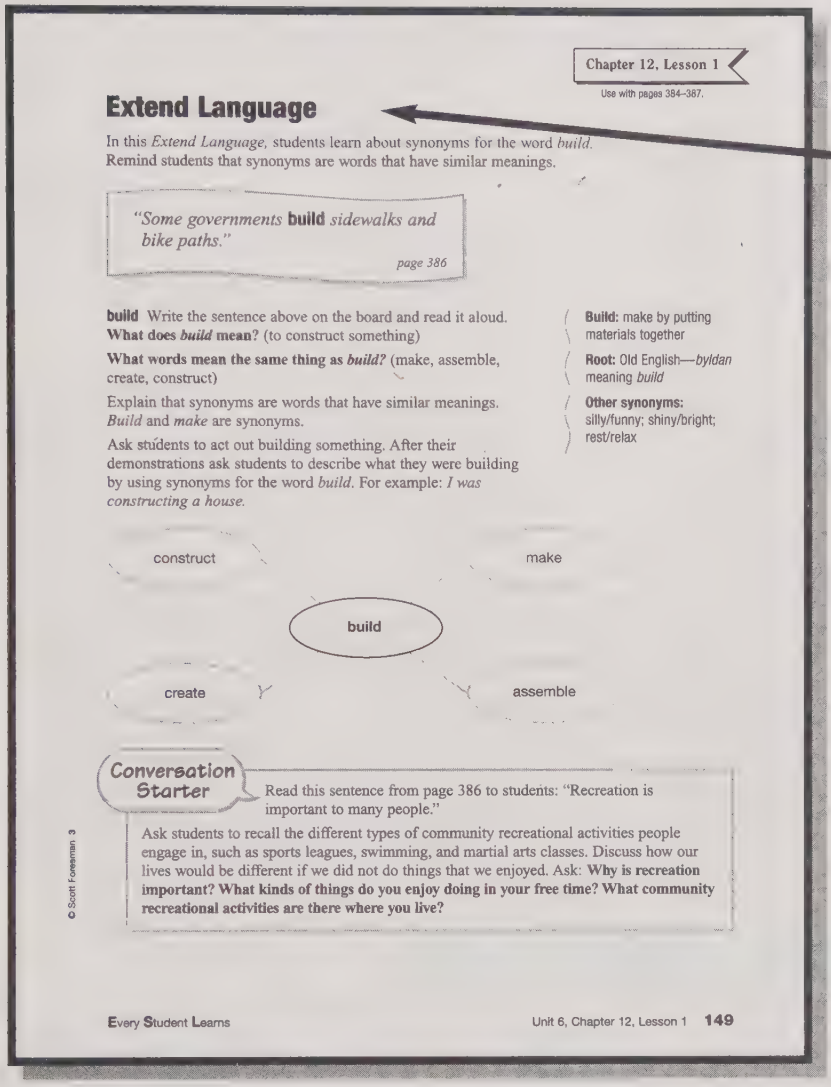

Chapter 12, Lesson 1

Use with pages 384–387.

Extend Language

In this *Extend Language,* students learn about synonyms for the word *build.* Remind students that synonyms are words that have similar meanings.

> *"Some governments* **build** *sidewalks and bike paths."*
>
> *page 386*

build Write the sentence above on the board and read it aloud.

What does *build* mean? (to construct something)

What words mean the same thing as *build?* (make, assemble, create, construct)

Explain that synonyms are words that have similar meanings. *Build* and *make* are synonyms.

Ask students to act out building something. After their demonstrations ask students to describe what they were building by using synonyms for the word *build.* For example: *I was constructing a house.*

Build: make by putting materials together

Root: Old English—*byldan* meaning *build*

Other synonyms: silly/funny; shiny/bright; rest/relax

construct — make — build — create — assemble

Conversation Starter

Read this sentence from page 386 to students: "Recreation is important to many people."

Ask students to recall the different types of community recreational activities people engage in, such as sports leagues, swimming, and martial arts classes. Discuss how our lives would be different if we did not do things that we enjoyed. Ask: **Why is recreation important? What kinds of things do you enjoy doing in your free time? What community recreational activities are there where you live?**

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Every Student Learns — Unit 6, Chapter 12, Lesson 1 **149**

"A systematic focus on and exploration of language is essential if students are to develop a curiosity about language and deepen their understanding of how words work."

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Use with pages 10–15.

Communities

Activate Prior Knowledge

To bridge students' prior knowledge and experiences to ideas in this lesson, discuss your community. You might like to display photographs of landmarks, recreational areas, community leaders, workers, businesses, or geographical features.

Ask:

- **What are some of the fun things you and your friends do near your home or school?**
- **How would you describe the land where you live? Is it flat or hilly? Does it have a lake or river?**

Build Background

geography

Connect your previous discussion with students to an exploration of the concepts of geography. Write the word *geography* on the board. Ask students what they already know about this word. Invite students to list features or characteristics of Earth's surface. For example, you might start the brainstorming by writing *lakes* and *rivers* under the category of *Waterways*. Revisit this list after students have read the lesson, and discuss what they have learned. Add new information to the class list.

Geography	
Landforms	**Waterways**
mountains	rivers
deserts	lakes
prairies	oceans
valleys	gulfs
canyons	bays

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Use with pages 10–15.

Access Content

Preview the Lesson

Ask questions to help students understand that their community is unique yet similar in many ways to other communities in the United States and the world. Encourage students to tell about other places they have lived.

Suggested Questions:

- **How is your community similar to other communities? How is it different?**
- **What are some ways communities might change over time?**
- **What is special about your community?**
- **What do you think you will learn about communities from this lesson?**

Picture Walk

Page 10
- Direct students to the map at the top of the page. **Why do you think the city of El Paso is labeled on the map?**
- **In which state is El Paso located?**

Talk about each picture and lead a discussion with some of these questions.

Page 11
- **What clues on the page tell you that Carlos is the name of the boy pictured?**
- **What do the two pictures tell you about the land in Carlos's community?**

Page 12
- **Who might the people next to Carlos be? How might they make Carlos's community a special place to live?**

Page 13
- **How can you turn this section heading into a question?**
- **How does the heading of this section help explain that the pictures at the top are old?**
- **Why is it important to show pictures from the past?**

Page 14
- **If you made a "Where I Live" chart, what places would you list? Which of these places are the same places Carlos listed?**

My Lesson Guide

Write each section heading on the board. Review important terms and ideas in each section. Help students use this activity to take notes about the lesson. Students' notes will prepare them to complete *My Lesson Guide.*

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Name _____ Date _____ **Chapter 1, Lesson 1**

Use with pages 10–15.

My Lesson Guide

Directions: Complete the chart below by filling in the missing information.

- Rio Grande
- community
- over 400
- North America
- jobs
- Texas
- rules
- the pass

Carlos's Community	A _____ is a place where people live, work, and have fun together. *El Paso* is Spanish for _____ _____.
What Is a Community?	People in communities have _____ and businesses. There are _____ to help everyone live safely.
History of El Paso	El Paso is _____ years old. A river called the _____ _____ flows by El Paso.
Life in El Paso	El Paso is located in the state of _____. The United States is on the continent of _____ _____.

Talk About It

In a small group, talk about the rules in your community. What would happen if people did not obey the rules? What rules help everyone live safely in your community?

Notes for Home: Your child learned about life in a Texas community.
Home Activity: Ask your child to talk about what he or she likes about the community in which you live.

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Use with pages 10–15.

Extend Language

In this *Extend Language,* students learn about the word *community.* They explore words stemming from the root word.

> *"These people make my* **community** *a special place to live."*
>
> *page 12*

community Ask students what is similar about these two words: *community, communicate.* (Both have *comm* in them.)

What is a community? (a group of people who live and work together)

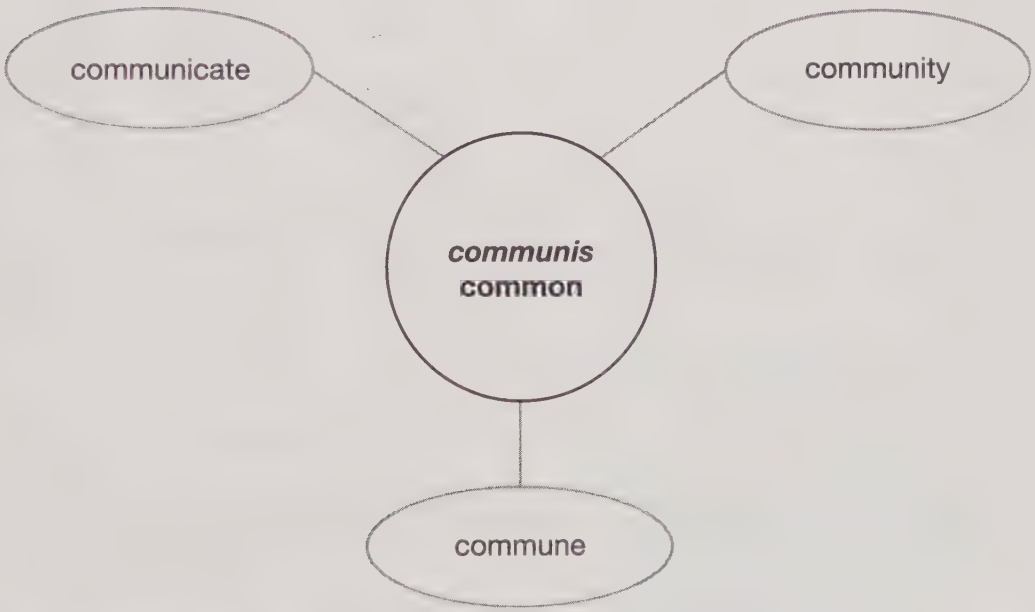
What does it mean to communicate? (to use words or symbols to express ideas between two or more people)

Explain that *community* and *communicate* can be traced to the Latin root *communis,* which means *common.*

Community: the people living in one locality; a group of people having common characteristics

Root: Old French—*communeté* to its source in Latin—*communis* meaning *common, general*

Other words that come from *communis:*
common, communication



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Conversation Starter

People in our community get together for celebrations.

Invite students to talk about celebrations in their neighborhoods. What is their favorite celebration? Why?

Use with pages 18–23.

United States Communities

Activate Prior Knowledge

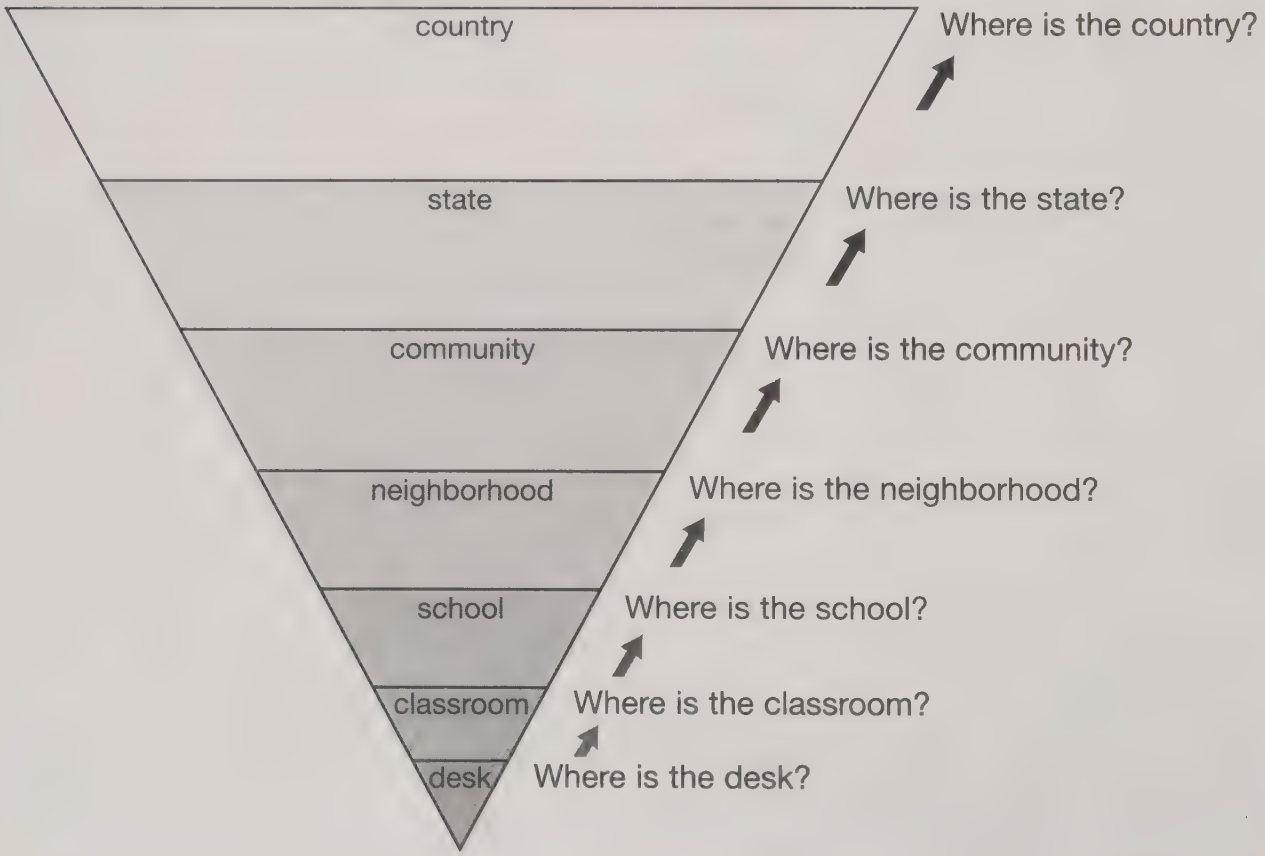
Help students connect their prior knowledge and experiences to ideas in this lesson by asking them to name places they have lived or visited in the United States. Discuss students' impressions of these places. You might display photographs of a variety of well-known places and have students guess their locations.

Ask:

- **Which United States cities or states have you visited?**
- **What do you think is the most beautiful area in the United States? Why?**
- **What places come to mind when you think of mountains? oceans?**

Build Background

Create an inverted pyramid such as the one below on the board. Fill in the bottom rung for students with your present location. (desk) Then ask: **Where is the desk?** (classroom) Continue the questions about location until you have reached the top of the inverted pyramid. Ask: **Can we add another section to the pyramid? What would we call that section?**



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Use with pages 18–23.

Access Content

Preview the Lesson

Ask questions to help students understand that there are many communities throughout the country. Each is unique in many ways, including geographically and culturally.

Suggested Questions:

- **Why might communities develop in certain places but not in others?**
- **What is your favorite feature in your community?**
- **What do you want to learn about United States communities in this lesson?**
- **Look at the lesson review questions. What are we going to be learning about in this lesson?**

Picture Walk

Page 18
- Direct students to the map at the top of the page. **What do you think these three communities have in common? What do you already know about each of these communities? Which two communities are near an ocean?**

Talk about each picture and lead a discussion with some of these questions.

Page 20
- **How does this picture help you understand what a seal is? Why do you think a town might have a seal?**
- **The heading reads, "Where Is Astoria?" How do the picture and the map help answer that question?**

Page 21
- **How do the map and the picture at the bottom of the page help answer the question at the top of the page?**

Page 22
- **What does the photograph tell you about Denver's geography?**
- **How does the map help you answer the section heading, "Where Is Denver?"**

My Lesson Guide

Help students take notes about the communities of Astoria, Wilmington, and Denver. Suggest that they record their information in a simple three-column chart with the headings of the cities at the top of the chart and the following headings on the side of the chart: *Location, Things to Do, History.* Show students how these notes will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Complete the chart by filling in information for each community.

- visit historical museums
- North Carolina
- where the Arapaho lived
- Oregon
- go hiking
- settled first by Native Americans

	Astoria	Wilmington	Denver
Location	Many people came from Scandinavia.		Colorado
Things to Do		visit Airlie Gardens	
History			

Talk About It

In a small group, discuss the three places you read about. Suppose your group won a free trip to one of these places. Talk about things you would like to do and see in each place. Then vote on which place your group will visit.

Notes for Home: Your child learned about three communities in different parts of the United States.
Home Activity: Ask your child to tell what the three communities have in common or talk about a community he or she might like to visit.

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Use with pages 18–23.

Extend Language

In this *Extend Language,* students learn about the word *location.* They focus on the root word and learn about a common suffix. Tell students that a suffix is a word part added to the end of a word that changes the meaning of the word.

> **"Location** *is where something can be found."*
>
> *page 19*

location **Can you break this word into smaller parts?** (locat, -ion)

Help students to see that the word *locate* means *to find something.* Have students use *locate* in a sentence. (I will *locate* the missing dog.)

Explain that *-ion* is a suffix that forms nouns.

Can you think of some other words you can make with this suffix?

Location: the place where something can be found; the act or process of locating

Root: Latin—*locus* meaning *place*

Other words with *-ion:* emotion, organization, instruction, information

Word		Suffix		New Word
locate	+	-ion	→	**location**
vacate	+	-ion	→	**vacation**
elevate	+	-ion	→	**elevation**
relate	+	-ion	→	**relation**

Conversation Starter

Read this line from "America, the Beautiful": "Oh, beautiful for spacious skies, for amber waves of grain."

Invite students to explain what they think this sentence means. Ask them if they know what "amber waves of grain" refers to. Tell them that language such as this is often used in poetry and songs to describe otherwise common things. Invite students to use other examples of language to describe common things. (man's/woman's best friend—a dog; a blanket of white—snow on the ground)

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World Communities

Activate Prior Knowledge

Invite students to share what they know about other cultures or ways of life. To get them started, ask about food, clothing, holidays, music, religion, and languages in a given country or culture.

Ask:

- **What is eaten for breakfast or dinner? What special foods might you find in markets or in homes?**
- **How are special events celebrated? Where do people get together for sporting events or parades? Do people wear special clothing?**
- **What music is popular? What language is spoken? What is the major religion?**

Build Background

culture

Have students brainstorm examples of culture, such as food items, languages, celebrations, and music. If possible show students examples of these items and have them tell you what they notice about them. Then work with students to complete a chart like the one below. For "foods," "celebrations," and "music," ask students to tell what culture each is associated with.

Foods	Languages	Celebrations	Music
• pad thai	• Italian	• Cinco de mayo	• Latin
• crêpes	• Spanish	• Asian New Year	• Celtic
• sushi	• Japanese	• Bastille Day	• opera
• lasagna	• French		
• burritos			

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Use with pages 26–29.

Access Content

Preview the Lesson

Show students a globe or world map. Have them think about other communities in the world.

Suggested Questions:

- **What are the names of some communities around the world? What do you know about these communities? How might they be different from our community? How are they the same?**
- **What do you know about deserts and the people who live in them? What would you like to learn?**

Picture Walk

Page 26

- Direct students to the map at the top of the page. **What city and country will be important in this lesson?** Have a volunteer locate the continent of Africa on a world map or a globe. Ask another volunteer to locate the country of Mali and the city of Timbuktu.

Talk about each picture and lead a discussion with some of these questions.

Page 27

- Read the captions aloud. Have students repeat the captions with you. **How is the clothing in the top picture different from the clothing you wear?**
- **How does the bottom picture explain what a caravan is?**

Page 28

- Help students read the section heading and the captions. **How can the words in the section heading be changed into a question?**
- **What musical instrument do you think the kora is like?**
- **How is the building different from and the same as buildings in our area?**

My Lesson Guide

Remind students to find important information to add to their notes about Mali and Timbuktu. Tell them that they can organize their information in a simple two-column chart with the headings *History* and *Culture.* Show them how these notes will help them complete *My Lesson Guide.*

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Name _____ Date _____

Use with pages 26–29.

My Lesson Guide

Directions: Write the details below the correct sentence.

- Some people still ride camels.
- The city had a large university.
- The main language is French.
- Salt was traded for gold.
- Homes are made of mud bricks.
- Many merchants from Africa came to trade.

1. Timbuktu was once a wealthy city.

_____

_____

_____

2. People still live in Timbuktu today.

_____

_____

_____

Talk About It

Work with a partner. Suppose a gold merchant from Timbuktu meets a trader from another African country. Act out some things they might say to each other.

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Notes for Home: Your child learned about the culture, history, and geography of Timbuktu, Mali.
Home Activity: Ask your child to tell you about the most interesting parts of the lesson.

Use with pages 26–29.

Extend Language

In this *Extend Language,* students learn about words that developed from the Latin root *colere.* The root *colere* means *to till.*

> **"Culture** *includes a group's language, music, religion, food, clothing, holidays, and beliefs."*
>
> *page 28*

culture Read the above sentence with students. Then invite students to focus on the word part *cult.* Help students see that the words in the web below are all related.

Each of the words comes from the Latin word *colere,* meaning *to till* or *cultivate* (grow).

Brainstorm with students to discover the ways in which each of the words relates to the concept of growth. Help students construct sentences such as the following:

Cultures grow by developing new forms of art or music.

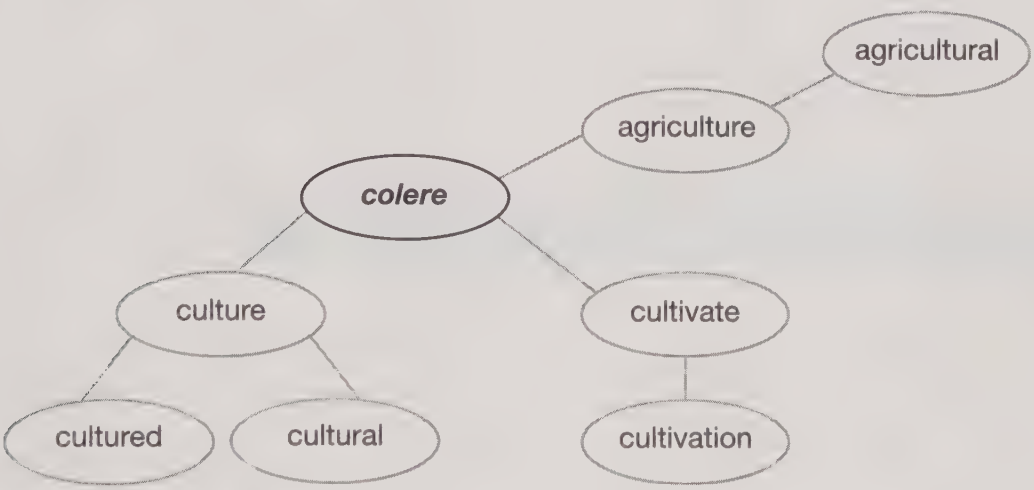
Agriculture is the science of growing things.

Cultivation is the process of growing a crop.

Culture: the customs, arts, and conveniences of a nation or people at a given time

Root: Middle French *culture,* from Latin—*cultura* (meaning *a tending*) + *colere* (meaning *to till* or *cherish*)

Other related words: cultivated, cultivating



Conversation Starter

Read this sentence from page 27 to students: "The city was also a center of learning and religion."

Ask students what the phrase "a center of learning" might mean. **What might you expect to see in a center of learning?** Engage the students in a discussion about their own community. How might it be described?

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Use with pages 38–41.

A Rural Community

Activate Prior Knowledge

To introduce students to the different types of places people live, invite them to share their knowledge of rural communities. If possible show students pictures of rural towns and settings to prompt discussion.

Ask:

- **Do we live in a small town?**
- **Have you ever visited or lived in a small town? What was it like?**
- **What are some fun things to do in a small town?**
- **What kinds of jobs do you think people have in small towns?**

Build Background

rural community

Remind students of your discussions about community from the last lesson. Then write the words *rural community* on the board. Guide students to understand what *rural* means by discussing what they know about farms or farm life. Before students read, they can list characteristics of rural communities in a chart like the one below. After students read, return to the chart and have students add new items. Encourage students to suggest at least one thing that surprised them about rural communities. You might also invite students to compare a rural community with your community.

Rural Communities	
Before Reading	After Reading
farmland	
crops	

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Access Content

Preview the Lesson

Invite students to think about a rural community as you ask the following questions. Suggest that they create pictures or images in their minds about how a rural place looks and sounds.

Suggested Questions:

- **Who lives in a rural community? Is it crowded? noisy? quiet?**
- **What do you want to know about the people who live in a rural community?**

Picture Walk

Page 38

- Direct students to the map at the top of the page. **What city will be important in this lesson?** As students read the lesson, they can take notes about what they learn about Bridgewater and rural communities in general.

Lead a discussion to help students understand how the pictures in the lesson relate to the theme of rural communities.

Page 39

- **How does the section heading help us understand who the girl is?**
- Point to the speech bubble and read it aloud. **How does the speech bubble help you understand what it is like to live in a rural community? What would you say about life in your community?**

Page 40

- **Are clubs for sports or other interests important to you or people you know?**
- **Have you ever been on a baseball team? How would you describe your experience?**
- **The section heading reads, "Community Life." Do you think sports teams such as this baseball team are important to a community? Why?**

My Lesson Guide

Remind students to continue taking notes about the community of Bridgewater. Show them how these notes will help them complete *My Lesson Guide.* Students may also illustrate their notes with simple drawings that will help them remember what they wrote.

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My Lesson Guide

Directions: Complete the chart by writing the correct details from the list below.

- farms
- highways
- tall office buildings
- open land and fields
- the North River
- the Mississippi River

If you visited Bridgewater, you would see

_____

_____

_____

Talk About It

In a small group, talk about some of the popular activities or clubs in your community. Compare these groups with ones popular in other places you may have lived.

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Notes for Home: Your child learned about rural communities such as Bridgewater, Virginia.
Home Activity: Ask your child to tell you what might be found or seen in rural communities.

Extend Language

In this *Extend Language,* students learn more about the adjective *rural.* Adjectives are words that describe nouns.

> *"I'm Amy, and I live on a farm in Bridgewater, Virginia. It's a* **rural community."**
>
> *page 39*

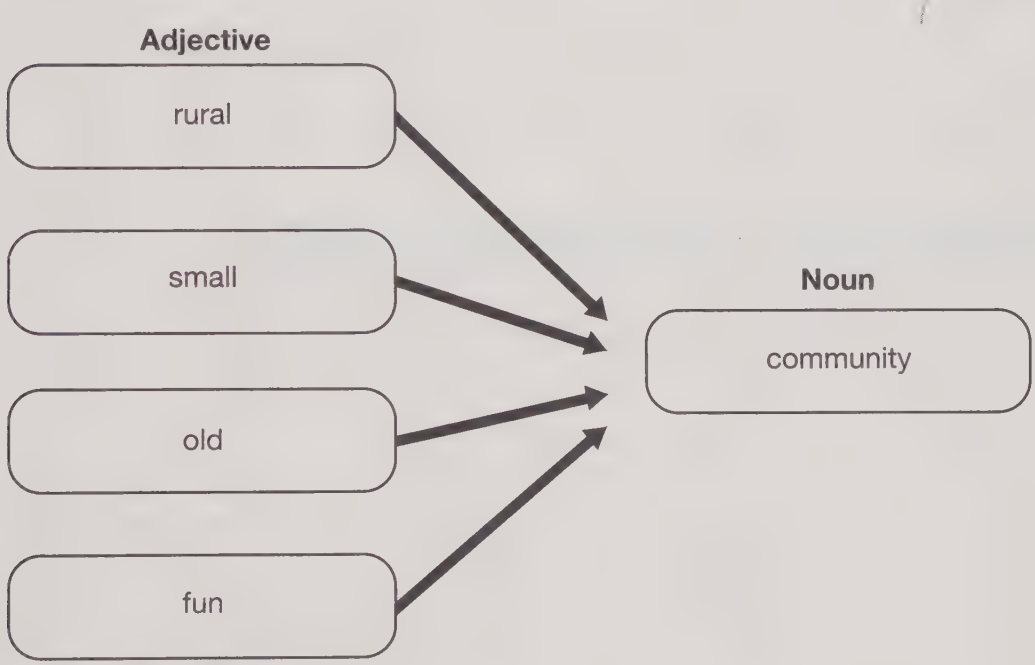
rural Explain to students that an adjective is a word that describes a person, place, or thing. Then tell students that in this lesson, the word *rural* is an adjective that describes a community. **How does the word *rural* describe a community?** (It describes a community that is in the country.)

What other adjectives do you know that could be used to describe a community?

Rural: in or belonging to the country

Root: Latin—*ruralis* meaning *open land; room*

Other adjectives for *community:* big, busy, famous



Conversation Starter

Read the poem on page 40 to students. Invite them to describe what the month of August is like.

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Use with pages 42–45.

A Suburban Community

Activate Prior Knowledge

Help students connect their prior knowledge to the content of this lesson by asking them what they know about other types of communities.

Ask:

- **Where are some places (other than farms) that people live?**
- **Have you lived in or visited a community that was not a rural community? What was it like?**
- **What can you do there?**

Build Background

suburban community

Write *suburban community* on the board and say this term aloud to students. Invite them to pronounce *suburban* with you. Then invite them to create a comparison chart. Tell students they may use their notes from Lesson 1 to list characteristics of a rural community. Discuss the characteristics of a suburban community and ask students to fill in that part of the chart.

Rural Community	Suburban Community
farms	many businesses
countryside	many houses
surrounded by open land and fields	bigger towns that are closer together
small towns that are far apart	towns are near a big city

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Access Content

Preview the Lesson

Read the lesson title, "A Suburban Community," aloud and ask students questions to engage them in the lesson theme.

Suggested Questions:

- **Where would you find a suburban community? Are these communities close to other communities?**
- **What is life like in suburban communities? Are there many cars or houses? Are there many stores?**
- **What questions do you want to have answered after reading this lesson?**

Picture Walk

Page 42

- Direct students to the map at the top of the page. **What city and state will be important in this lesson?** Then tell students that Long Island is part of the state of New York.

Talk about each picture and lead a discussion with some of these questions.

Page 43

- **Who is the boy in the top picture? How does the section heading help identify him as Steve?**
- **What do the photographs tell you about Steve's community? How is it similar to yours?**

Page 44

- Help students read the captions.
- **How does the section heading "From Farm to Town" help explain that these are "before" and "after" pictures of a place?**
- **The section heading reads, "How Levittown Grew." How do the photographs help explain this growth?**

My Lesson Guide

Tell students to work with a partner and take notes on the community of Levittown. Explain to them that looking for details about how Levittown changed will help them complete *My Lesson Guide.* Have them focus on how Levittown started, how it changed, and what it is like today.

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My Lesson Guide

Directions: Write the details below in the correct box of the sequence chart.

- Many people moved from New York City to Levittown.
- Levittown continues to grow close to many parks and beaches.
- Abraham Levitt began building homes on a potato farm.

How Levittown Began

How Levittown Grew

Levittown Today

Talk About It

Suppose you and your friends own an empty field and want to turn it into a new suburban community. In a small group, talk about some of the features your community will have. What types of businesses will be there? What types of "fun" places will you build?

Notes for Home: Your child learned about suburban communities such as Levittown, New York.
Home Activity: Ask your child to describe the differences between rural and suburban communities.

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Use with pages 42–45.

Extend Language

In this *Extend Language,* students learn about compound words. Compound words are words made of two or more words.

> *"New* **highways** *helped suburban communities grow."*
>
> *page 45*

highway What two words do you hear in *highway?* (high, way) Explain to students that *highway* is a compound word. Compound words are words made up of two or more words.

Do you know what each word means? (*high,* some place above; *way,* road or path)

Tell students that *high* also means *main* or *most important.*

Based on the meanings of *high* and *way,* what do you think a highway is? (the main or most important road)

What are some other compound words you can think of? (airport, baseball, shoelaces)

Highway: a main road connecting towns and cities

Root: Old English—*hēah* (meaning *high*) + *weg* (meaning *way*)

Other compound words: horseback, fingernail, cardboard

Word		Word		Compound Word
high	+	way	→	**highway**
air	+	port	→	**airport**
base	+	ball	→	**baseball**
shoe	+	laces	→	**shoelaces**

Conversation Starter

Read this sentence from page 44 to students: "People form communities because they want to be safe and comfortable."

Help students understand that these words, especially "comfortable," mean different things to different people. Invite students to tell you what "safe" and "comfortable" mean in their own terms. Ask students what makes them feel safe and comfortable.

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An Urban Community

Activate Prior Knowledge

To help students think about urban communities, ask them to recall what they learned about rural and suburban communities in previous lessons. For example, you might tell students that some rural communities have thousands (or hundreds) of people, while some cities have millions of people.

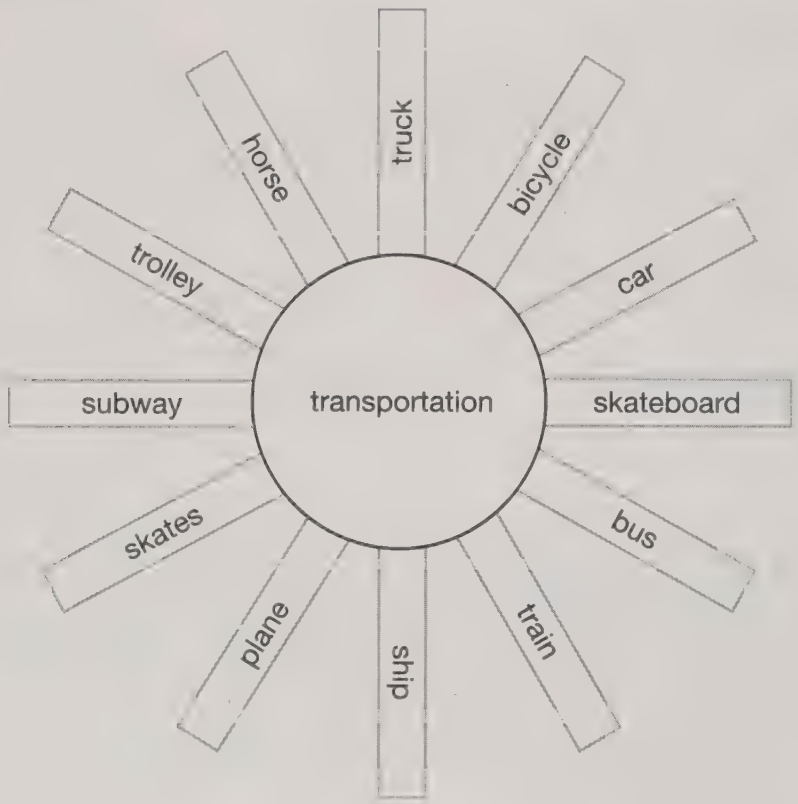
Ask:

- **Describe your community. Do you think it is large or small? Why?**
- **Why do you think people like to live in large communities?**
- **What are some challenges of living in large communities?**

Build Background

transportation

Work with students to create a transportation wheel like the one below. Tell them that they will be filling in the spokes of the wheel with forms of transportation.



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Access Content

Preview the Lesson

Ask students to think about large American cities such as Chicago, Illinois; New York City, New York; and Los Angeles, California. You may wish to point out the locations of these cities on a classroom map.

Suggested Questions:

- **What are the names of some large communities?**
- **What do you know about the city of Chicago?**
- **What kinds of things can you do there?**
- **Have you ever been in a very tall building? What was it like?**

Picture Walk

Page 48 ■ Direct students to the map at the top of the page. **What do you see that borders the city of Chicago?** (a lake) **What does this tell you about things people there might do for fun?**

Talk about each picture and lead a discussion with some of these questions.

Page 48 ■ **What does a dinosaur have to do with an urban community?**

Page 49 ■ Help students read the caption. **How does this picture tell us that Du Sable was an important man?**

Page 50 ■ **Why might big cities such as Chicago have elevated trains?**

■ **The section heading says, "Working in Chicago." How do the top picture and caption help us understand that some people take the "El" to work?**

■ **What does the bottom picture tell us about Chicago?**

Page 51 ■ **What does the street map tell you about urban communities?**

My Lesson Guide

Tell students to organize the lesson information under three categories: Transportation, Location, and Things to Do. Encourage students to also include information they learn from pictures. Explain how these notes will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Write the details below in the correct column of the chart.

- go to the Art Institute
- buses
- the state of Illinois
- elevated trains
- go to the beach
- the midwest part of the United States

Chicago: An Urban Community		
Transportation	Location	Things to Do

Talk About It

With a small group, talk about some of the fun things that you could do in a large city. Plan a day trip. Describe what you would do in the morning, afternoon, and evening. What would you like to see (zoo, sports event, or museum)? What would you like to eat?

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Notes for Home: Your child learned about large cities.
Home Activity: Ask your child to name a large city he or she would like to visit. Have your child explain what your family might like to do there.

Extend Language

In this *Extend Language,* students learn about suffixes and the word *population.* A suffix is a word part added to the end of a word to change its meaning.

> *"A city has the largest* **population,** *or number of people, in an area."*
>
> *page 49*

population Help students understand that *population* comes from the Latin word *populus,* meaning *people.*

Tell students that a suffix is a word part added to the end of a word to change its meaning.

What suffix has been added to the word *populate?* (-ion)

Point out that the *e* is dropped from *populate* to form *population.*

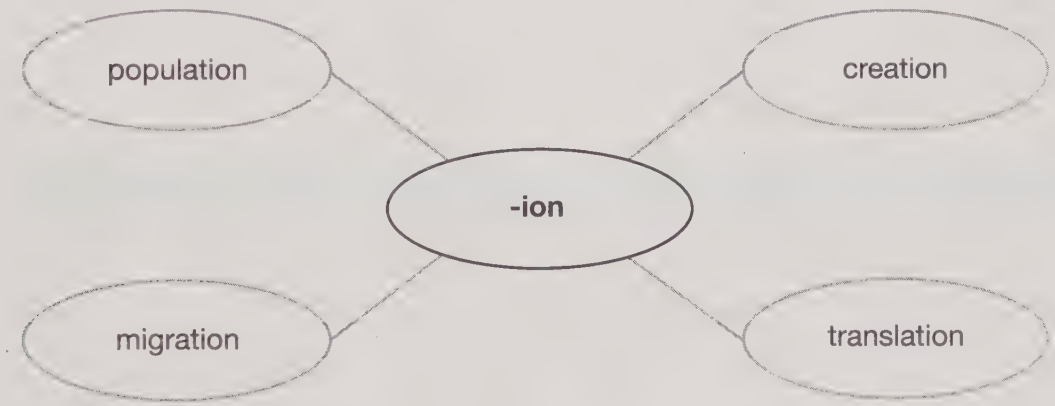
Explain that *-ion* means *"condition or quality of"* and *"what happens because of an action."*

What other words end with the suffix *-ion?* (creation, migration, translation)

Population: the people or number of people in a country or city

Root: Latin—*populus* meaning *people*

Other related words: populous, popular



Conversation Starter

Read this sentence from page 50 to students: "The name of downtown Chicago, the Loop, came from the way the trains loop around that area."

Ask students if they know of any places in their past or present community that were named for a certain thing. Have students talk about what is special about their town, including interesting landforms, locations, industries, or weather. **Based on these characteristics, what would be a good nickname for the town?**

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Moving to a New Community

Activate Prior Knowledge

Engage students in a discussion to introduce the theme of moving to a different city or neighborhood. Focus the conversation on the possibility that some students in your class may have gone to other schools before they came to your school.

Ask:

- **Has anyone ever gone to a different school?**
- **Tell how that school was similar to or different from our school.**
- **What are some special things about our school that you think would be important to tell a new student about?**

Build Background

laws

To build students' background knowledge of laws, have them name rules that they know about. The rules may be from home, school, or the world around them. Tell students that rules are made to help and protect people. Work with students to create a chart like the one below.

Rule That I Know About	How the Rule Might Help People
I can go to my friend's house after I have finished my homework.	This rule helps me get my work done.
Cars must stop at a red light.	This rule helps keep accidents from happening.
People should not talk loudly in the library.	This rule helps readers focus.

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Access Content

Preview the Lesson

Direct students to page 74 of their books. Read aloud the Focus on the Main Idea sentence. If possible have available a large world map. Ask students to tell what places they used to live. If students have lived in the same place their whole lives, invite them to name places from which their friends and neighbors might have come. Write the students' and friends' names on sticky notes and post them on appropriate spots on the map. Then ask questions to further the lesson preview.

Suggested Questions:

- **How can communities be similar? How can they be different?**
- **Why might people move to a new community?**
- **What questions about the reasons people move to different communities would you like answered?**

Picture Walk

Page 75

- Direct students' attention to the map at the bottom of the page. Then read aloud the review question on this page. **Explain how you might answer the review question by looking at the map.**
- Point to the northeast section of the map, where most of the stickers are posted. **Why might this area have the most stickers? How do the stickers on this map compare with the stickers we placed on our map? Share something that this tells you about moving to a new community.**

Page 76

- Read aloud the section heading. **Turn the section heading into a question.** Then direct students' attention to the four students pictured. Read aloud the captions. **Explain how the captions help you answer your question. What are some other reasons people might move?**

My Lesson Guide

In *My Lesson Guide,* students will be writing details about why people move. Review the two sections of the lesson, "We Come from All Over" and "Why People Move." Tell students that the first section tells about the experiences of a boy named Tom. The next section describes the experiences of many people who move. Invite students to read "Why People Move" with a partner. Tell the pairs to pay attention to details that explain peoples' reasons for moving. Encourage students to reread the captions to help them understand the text.

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My Lesson Guide

Directions: Complete the chart by writing the missing details.

People might move because they want to be free to help choose the government.

People move for different reasons.

Talk About It

Work with a partner. Suppose one of you has just moved to the community and started school, while the other has been in the community and school for a long time. Act out a scene showing what each person might say or do when they meet. Use what you learned in the lesson in your skit.

Notes for Home: Your child learned about moving to a new community.
Home Activity: Invite your child to explain reasons why people might move to new communities.

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Extend Language

In this *Extend Language,* students learn about compound words. Compound words are made up of two or more individual words.

> *"I was worried about going to a new school, but I felt better when I got to my new* **classroom."**
>
> *page 75*

classroom Tell students that *classroom* is a compound word. Explain that compound words are made up of two or more separate words that mean different things. Knowing the definitions of the separate words helps us understand the meanings of the compound words they form.

What two words do you recognize in *classroom?* Explain why the place where we meet to learn is called a *classroom.*

Name some other compound words in the English language that have the words *class* or *room.* (classmate, homeroom, bedroom)

Invite students to name other compound words they might know that are made up of different words. (everyone, lunchtime, bookmark)

Classroom: a room where students in the same group learn

Root: Latin—*classis* (meaning *class*) + Old English—*rum* (meaning *room*)

Other compound words: everyone, lunchtime, bookmark

class	+	room	→	**classroom:** a room where students in the same group learn
class	+	mate	→	**classmate:** a member of the same class in school
home	+	room	→	**homeroom:** a room where students meet each morning
bed	+	room	→	**bedroom:** a room where people sleep

Conversation Starter

Read this sentence from page 77 to students: "Forming new communities gave people the chance to better their lives."

Invite students to talk about what the phrase "better their lives" means. Ask: **Why might people want to better their lives? What are some things people can do to make better lives for themselves?**

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Use with pages 78–81.

Learning New Customs

Activate Prior Knowledge

Talk to students about the variety of ethnic groups that live in the United States. Tell them that many people who move here from other countries keep parts of their home cultures. Then have students discuss people and things in their community that might come from other cultures.

Ask:

- **Do you know any people who moved to the United States from other countries? What languages did they speak in their home countries?**
- **Name some things in your community that come from other countries. For example, there are many restaurants in the United States that serve food from other cultures. What do you know about these foods?**
- **Name some other things you know about that come from other cultures.**

Build Background

custom

To provide students with context for the lesson, engage them in a discussion about customs. Tell students that a custom is a way of doing things. Explain that many people practice customs that are part of their culture. For example, some cultures around the world celebrate different holidays. Invite students to talk about holidays from other cultures that they know about. Add their responses to a chart like the one below. Offer your own ideas of different holidays to help build students' background knowledge.

Holiday	Where It Started	Details About Holiday
Thanksgiving	the United States	• day to give thanks • involves a large meal
Kwanzaa	Africa	• days to celebrate the harvest of the first crops • involves gift-giving and a community feast
Chinese New Year	China	• days to celebrate the new year on the Chinese calendar • involves a large meal and gifts of money in red envelopes

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Access Content

Preview the Lesson

Direct students to the map at the top of page 78. Point out the two places indicated. Tell students that the lesson describes the experiences of a girl who moves to Boston from the country of Haiti. Then lead students through each page of the lesson as you read aloud the section headings and the review questions.

Suggested Questions:

- **What are some things you might need to learn if you moved to another country?**
- **What are some things people might have to learn if they moved here from another country?**
- **What questions would you like answered in this lesson?**

Picture Walk

Read aloud the Focus on the Main Idea sentence. Then ask questions to help students make connections from the text features in the lesson.

Page 78
- Direct students to the small map at the top corner of the page. **Why do you think Boston, Massachusetts, and Haiti are labeled on the map?**

Page 79
- Have students study the two pictures at the top of the page. Explain that the photograph on the left shows a building in Haiti and the photograph on the right shows a grocery store in Boston. **Explain how the building in Haiti compares with buildings you have seen in the United States.**
- Point out the fruits on the side of the page. Then read aloud the caption. **What does the plantain remind you of? Plantains and mangoes grow in places where the weather is hot. If it is hot in Haiti, what other things do you think you might see there?**

Page 81
- Read aloud the section heading. **What do you think an *ethnic neighborhood* is? What things do you think you might see there?**

My Lesson Guide

As students read, have them take notes on what Nicole's life was like in Haiti and how it is now in Boston. Show them how these notes will help them complete *My Lesson Guide.*

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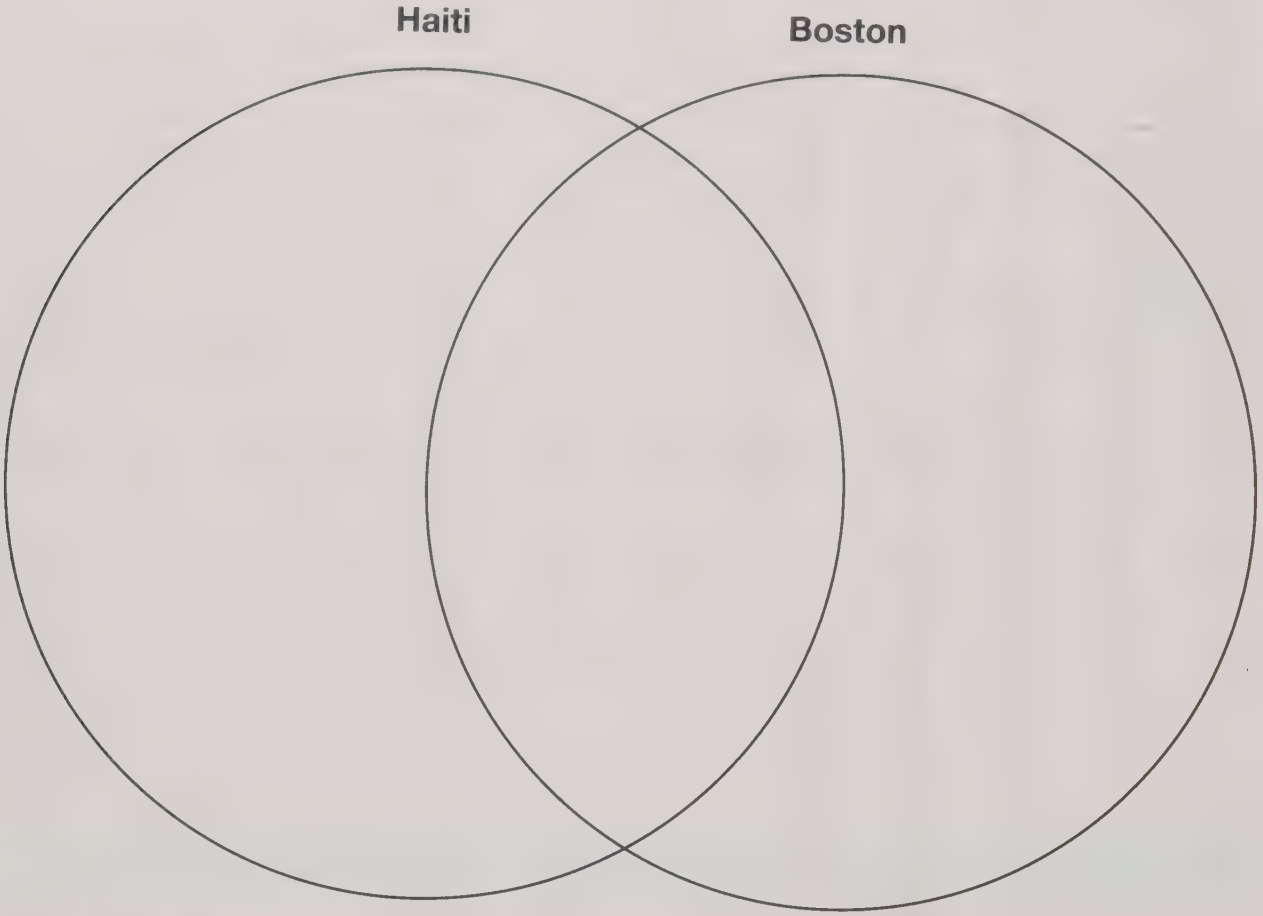
My Lesson Guide

Directions: Use the Venn diagram to compare life in Haiti with life in Boston. Write the phrases below in the correct places on the diagram.

- in the Caribbean Sea
- in the United States
- telephoning friends
- speak Haitian Creole
- playing soccer
- speak English



Talk About It

Work with a partner. Act out a scene in which an immigrant meets a citizen of the United States and asks for advice about learning to live here. What types of questions might the immigrant ask? What advice would be helpful to give him or her?

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Notes for Home: Your child learned about a girl who moved to a new country.
Home Activity: Ask your child to describe how an immigrant might get used to a new culture.

Extend Language

In this *Extend Language,* students learn about homophones. A homophone is a word that is pronounced the same as another word, but has a different spelling, origin, and meaning.

> *"We're from Haiti, a country in the Caribbean* **Sea."**
>
> *page 79*

sea Direct students to a world map. Point out the location of the Caribbean Sea. **What is a *sea?*** (a large body of water) **What other seas do you notice on the map?**

Explain to students that the word *sea* is a homophone. A homophone is a word that is pronounced the same as another word, but has a different spelling and meaning.

Repeat the word *sea.* **What other meaning can a word that sounds like *sea* have?** (The word *see* means "look at.")

Provide students with additional examples of homophones. Invite students to draw a picture of each word in a homophone pair to illustrate the different meanings.

Sea: a large body of water

Root: Old English—*sae* meaning *sea*

Other homophones: weak/week; flour/flower; sail/sale

a large body of water	**sea**	**see**	look at
a letter or message that is sent	**mail**	**male**	a boy
a type of rabbit	**hare**	**hair**	strands that grow on a person's head

Conversation Starter

Read this sentence from page 81 to students: "Nicole and her family are part of a Haitian ethnic group."

Invite students to talk about some things that people of the same culture might do together. Ask: **What are some things you might see in an ethnic neighborhood?**

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Use with pages 84–89.

Where Did They Come From?

Activate Prior Knowledge

In Lesson 1, students talked about moving to a new school or community. Build on this discussion by having students talk about immigration. Tell students that the United States is made up of many people who come from other nations around the world. The people who move here often bring with them very special talents.

Ask:

- **Did any of your family members or neighbors move to the United States from another country? Talk about where they came from.**
- **What special talents or abilities do these people have? What can you learn from them?**

Build Background

symbol

Help students brainstorm different types of symbols. Tell students that a symbol is something that stands for something else. Provide simple and common examples, such as those in the chart. Write the examples on the board. Then show students how the symbols help them interpret the meanings of the examples.

Symbol	Example	Meaning
♥	I ♥ New York.	I love New York.
+	2 + 2 = 4	Two plus two equals four.
⊘	Parking ⊘	No parking allowed.

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Use with pages 84–89.

Access Content

Preview the Lesson

Guide students through each page of the lesson to show them how the lesson is organized. Read aloud each section heading and review question. Then ask questions to help students predict the content of the lesson.

Suggested Questions:

- **Why is the United States considered a nation of immigrants?**
- **What are some reasons someone might want to move to the United States?**
- **Suppose you read a book about the experiences of someone who moved to the United States from another country. What kinds of things do you think you might read about?**

Picture Walk

Page 84

- Direct students' attention to the map at the top of the page. Point out the location of New York City. Then direct students to a world map. Show them where New York City and Europe are on the world map. **Some people who moved to the United States many years ago came from Europe. Why do you think they might have arrived in New York City?**

Page 85

- **The Statue of Liberty stands for freedom. How do you think people moving to the United States felt when they saw it for the first time?**
- Point out the photograph at the bottom of the page. **Are there any old photo albums in your home? Talk about what you can learn from old photographs.**

Page 86

- **What does the heading of this section tell you about our country?**
- Point out that the people in this photograph likely have all of their belongings with them. **If you could take only one suitcase full of things for your new life, what would you bring?**
- Read aloud the caption about Ellis Island. **Why do you think the main building there is now a museum?**

Page 87

- Read aloud the section heading. **What question do you have about this section heading?** Read aloud the caption. **How does the caption answer your question?**

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My Lesson Guide

In *My Lesson Guide,* students will be noting where immigrants arrived in this country. Have them read the lesson with a partner. Encourage students to note important information about places mentioned in the lesson. Explain to students that their notes will help them complete *My Lesson Guide.*

My Lesson Guide

Directions: Complete the chart by writing information from the lesson.

Immigrants arrived in different cities in the United States.

Many ships from Europe arrived in New York.

Talk About It

Suppose that you and a partner just moved to the United States from another country. Act out a scene in which you are talking about how you are getting used to life in the United States. What might be difficult about moving to a new country? What might be exciting?

Notes for Home: Your child learned that immigrants came to the United States from all over the world.
Home Activity: Ask your child to name some places from which many immigrants came to the United States.

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Extend Language

In this *Extend Language,* students learn about antonyms. Antonyms are words with opposite meanings.

> *"You are finally able to* **leave** *Poland."*
>
> *page 84*

leave Remind students of the context of the above sentence. **In this sentence *you* refers to a person moving to the United States from Poland. What does *leave* mean?** (to go away)

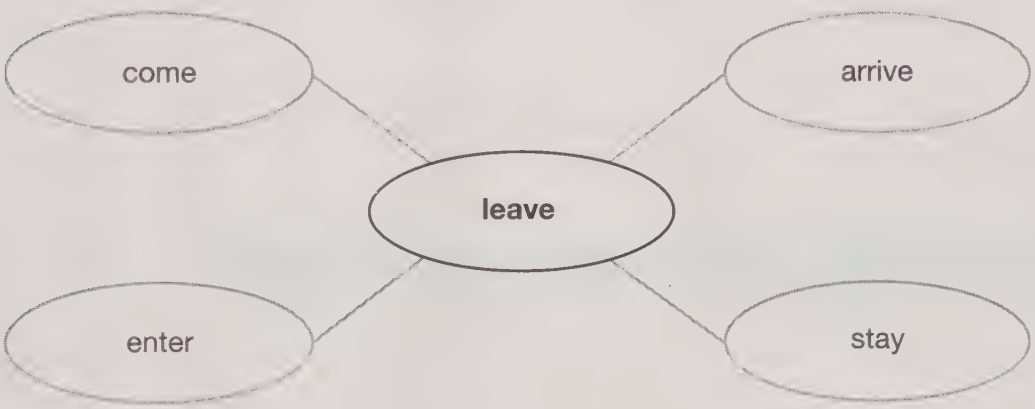
Explain to students that antonyms are words with opposite meanings. Work with students to brainstorm antonyms for the word *leave.* **If *leave* means *to go away,* then what words mean the opposite?** (come, enter, arrive, reach) You may want to provide a hint by reading aloud the lesson title "Where Did They Come From?"

Write students' suggestions in a web like the one below.

Leave: to go away

Root: Old English—*laefan* meaning *leave*

Other antonyms: smooth/rough; up/down; happy/sad



Conversation Starter

Read this sentence on page 85 to students: "The statue was a symbol of freedom to these immigrants."

Remind students that a symbol is something that stands for something else. Invite students to talk about other things besides the Statue of Liberty that might stand for the United States. Students might offer responses such as the flag, an eagle, and the White House. Ask students to talk about what these symbols say about the country.

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Use with pages 90–95.

A New Life in America

Activate Prior Knowledge

To help students connect to the main idea of the lesson, invite them to talk about new experiences in their lives. Suggest some possible new experiences to prompt students' thinking. For example, some students may have moved into a new home or neighborhood or they may have tried a new hobby.

Ask:

- **Talk about a time in your life when you experienced something new.**
- **How did you feel when you began your new experience? Were you excited? scared?**
- **What did you enjoy most about learning something new?**

Build Background

migration

To prepare students to learn about migration, talk about reasons for moving from one place to another. Work with students to come up with examples of migration. Record their responses in a chart like the one below.

Example of Migration	Reason for Migration
Some birds fly south in the winter.	Some birds need warmer weather in the winter.
A person might move from one city to another.	A person might move to another city to take a new job.
A family might move to a different house.	As a family grows, it might need a bigger house.

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Use with pages 90–95.

Access Content

Preview the Lesson

Introduce students to the content of this lesson by extending their knowledge of the previous lessons. Remind students that they learned about moving to new communities, learning new customs, and immigrating to the United States. Then read aloud the Focus on the Main Idea sentence. Tell students that they will read about how immigrants become part of their new communities in the United States. Finally, read aloud the review questions on each page to introduce students to important ideas in the lesson.

Suggested Questions:

- **Why do you think many people come to the United States to live?**
- **Talk about some things that might be different for an immigrant in a new country. What things might be the same?**
- **What are some things you might learn in this lesson?**

Picture Walk

Talk about the pictures that appear throughout the lesson and ask questions to prompt discussion.

Page 91 ■ Read aloud the caption below the two small pictures at the side of the page. Show students the locations of San Francisco and New York City on a map. **The top picture shows an area in San Francisco where many Chinese people live. The bottom picture shows an area in New York City where many Italian people live. What kinds of things might someone see in one of these neighborhoods?**

Page 92 ■ **The section heading is "Education Past and Present." How does this heading help you understand the pictures?**

Page 93 ■ **What do you know about the activities** (soccer, tennis, chess) **shown in these pictures?**

Page 94 ■ **Look at the bottom picture. What kind of trip do you think the family is taking? What makes you think so?**

My Lesson Guide

Have students identify details about coming to or migrating within the United States. Guide students as they brainstorm, and use this activity to review the lesson with them. Write their answers on chart paper. Explain to students that they will need this information to answer the questions in *My Lesson Guide.*

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My Lesson Guide

Directions: Write the sentences in the correct column of the chart.

- Many African Americans moved to the North.
- People moved from different countries.
- Some people needed to learn a new language.
- Many African Americans left farms in the South.
- People moved from one part of the country to live in another part.
- Some people moved into ethnic neighborhoods.

Immigration	Migration

Talk About It

Suppose a new student joins our class. This student moved here from another country. Remember that schools in the United States can be very different from schools in other countries. What would you tell this new student about schools in the United States? What things might he or she expect to see?

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Notes for Home: Your child learned about making a new life in the United States.
Home Activity: Ask your child to explain the difference between immigration and migration.

Extend Language

This *Extend Language* is about expressions. An expression is a phrase that is commonly used to describe something.

> *"Your grandparents stand* **tall."**
>
> *page 90*

tall Write the word *tall* on the board. **What does *tall* mean?** (high in height) **What kinds of things might be tall?**

Read aloud the above sentence. **What does *tall* mean in the sentence? Do you think that *tall* describes the height of the grandparents?**

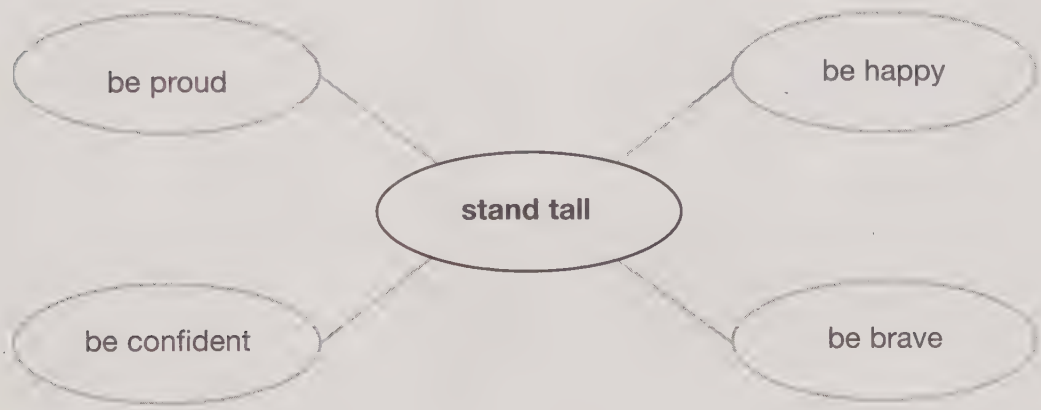
Tell students that the phrase *stand tall* is an expression. Explain that an expression is a phrase that is often used in everyday speech to describe something.

Act out what someone who "stands tall" might look like. Then invite students to tell you what the expression might mean.

Tall: high in height; (informal) proudly

Root: Old English—*ge(tael)* meaning *prompt, active*

Other expressions with the word *tall*: tall tale, walk tall



Conversation Starter

Read the sentence on page 90 to students: "You think about what it means to be a citizen."

Invite students to talk about what they think it means to be a citizen. Ask: **What are the duties of a citizen? Why might someone be proud or happy to be a citizen of his or her community?**

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Celebrating Cultures

Activate Prior Knowledge

To bridge students' prior knowledge to this lesson, discuss various holiday traditions in the United States as well as in other countries. You may want to show photographs or celebratory party favors from different traditions to illustrate these concepts.

Ask:

- **What are some holidays people celebrate in the United States? Do you know about any holidays that are celebrated in other countries?**
- **How do people celebrate these holidays?**
- **Talk about your favorite holiday and why you like to celebrate it.**

Build Background

holiday	tradition

In this lesson students learn about celebrations from different cultures and religions. To provide context for this theme, work with students to create idea webs such as the ones below. Start by writing the key words in the center ovals. Ask students to suggest words they think of when they hear each key word to complete the remaining parts of each web.

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Use with pages 104–109.

Access Content

Preview the Lesson

Ask questions about the lesson title, "Celebrating Cultures," to set the mood of the lesson.

Suggested Questions

- **What does *celebrate* mean?**
- **What are some things you might celebrate?**
- **What are things you might do to celebrate?**

Next, invite students to scan through the lesson as you read aloud the section headings. After previewing each heading, point to the section review question and read it to students. Ask students what they will learn about celebrations in this lesson.

Picture Walk

Page 105
- Read aloud the section heading. **How would you turn the heading into a question?**
- Read aloud the captions. **What do these pictures tell you about some family celebrations? Why do you think the child at the bottom of the page is wearing a mask?**

Page 106
- **Why do you think the children to the left are holding candles? What is the boy on the right doing?** Read the captions if students require explanations.

Page 107
- Read aloud the captions. **Explain why people light eight candles during Hanukkah. How are Kwanzaa and Hanukkah alike?**

Page 108
- Read aloud the section heading. **Make a question out of the words in the section heading.**
- **Cinco de Mayo celebrates a battle that Mexico won in a war with France. What does *Cinco de Mayo* mean in English?** (the fifth of May) **Why do you think the people in the bottom picture are dancing?**

My Lesson Guide

Invite students to read the lesson with a partner. Tell the students to work together to identify details about the celebrations mentioned in the lesson. Then tell students to note whether the celebrations are part of a family or community holiday. Explain that understanding these details will help students complete *My Lesson Guide.*

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My Lesson Guide

Directions: Write the sentence describing each holiday in the correct box.

- During Ramadan, adults do not eat or drink in the daytime.
- Kwanzaa honors African American culture.
- People light a candle every night for the eight days of Hanukkah.
- It is a tradition to go to church and light candles on Christmas.
- People honor Irish culture by wearing green on St. Patrick's Day.
- Cinco de Mayo celebrates Mexico's victory over France.

Ethnic Holidays	Religious Holidays

Talk About It

Work with a partner. Choose one holiday from this lesson to act out. Discuss with your partner how you will act it out. What should you wear? Should you eat special things? Should you give presents? Be sure to use information from the text. Your classmates will guess which holiday you are acting out.

Notes for Home: Your child learned about some different holidays and traditions followed in this country.
Home Activity: Have your child tell you some traditions your family follows for different holidays.

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Extend Language

In this *Extend Language,* students learn related words for *celebration.* Related words are words that come from the same root.

> *"Traditions are repeated year after year as a part of* **celebrations."**
>
> *page 105*

celebrations **What are *celebrations?*** (parties or events to remember someone or something)

Name some celebrations you learned about in this lesson.

Tell students that the word *celebration* comes from the Latin word *celebratum,* meaning *observed by many.*

What part of speech is *celebration?* (noun) **What verb also comes from the Latin word *celebratum?*** (celebrate)

Show students how endings added to the words *celebration* and *celebrate* modify the meanings of the words. Use a chart like the one below.

Celebration: a party or event to remember someone or something

Root: Latin—*celebratum* meaning *observed by many*

Other related word: celebrity

Form of *Celebration*	Forms of *Celebrate*
celebrations: more than one celebration	**celebrated:** to have celebrated **celebrating:** the act of a person or thing that celebrates

Conversation Starter

Read this sentence from page 104 to the class: "When the gongs sound, you can almost feel the sidewalk shake."

Ask students what they think this sentence means. Ask about other times students might almost feel the sidewalk shake. Explain that the word *gong* has a similar sound as the musical instrument. What other words that sound like their meanings can you think of?

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Use with pages 114–117.

Celebrating a Community's Past

Activate Prior Knowledge

To spark students' prior knowledge and interest in this lesson, discuss different celebrations they know of, including ones from the previous lesson. List these on the board. Try to include community celebrations such as local parades or fairs.

Ask:

- **What special times does your whole community celebrate together?**
- **How do you celebrate these special times?**
- **With whom do you celebrate these times?**

Build Background

fair	festival

To build students' background knowledge for this lesson, discuss fairs and festivals. Explain that fairs and festivals are special types of celebrations that are held for a certain purpose. Tell students that people in a community often gather at these celebrations to enjoy a variety of fun activities. Then work with students to brainstorm different types of fairs and festivals. You may want to point out examples from your community with which students may be familiar.

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Use with pages 114–117.

Access Content

Preview the Lesson

Read aloud the lesson title and the Focus on the Main Idea sentence on page 114. Then ask questions about key words in the lesson title to establish the context and mood of the lesson.

Suggested Questions:

- **What is "the past"?**
- **Why would someone celebrate the past? Give some examples.**
- **How might a community celebrate past people and events? How might your community celebrate these things?**

Picture Walk

Guide students through some of the pictures in the lesson to provide an overview of important ideas. Ask questions to help students make predictions about lesson content.

Page 114

- Ask students to look at the map in the circle. **What city is pointed out on the map?** (New Orleans) **In what state is New Orleans located?**
- **Look at the picture on this page. What instrument is this?** (trumpet) **Explain how the trumpet might relate to celebrations.**

Page 115

- **Based on the photographs on this page, what do you think are some ways people celebrate in their communities?**

Page 116

- Read aloud the section heading. Then ask students to look at the picture of the pig. **What are some things you might see at the Kansas State Fair?**
- Read aloud the review question. **A museum is a place where people go to look at a collection of things. Why do you think people might want to see animals at a state fair? What other things do you think might be shown at this type of fair?**

My Lesson Guide

Tell students that celebrations in New Orleans, Louisiana, and Hutchinson, Kansas, are mentioned in this lesson. Each place has a community celebration during the year. Have students work with a partner to read the lesson and take notes about each community's celebration. They should use their notes to complete *My Lesson Guide.*

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Name _____ Date _____

Use with pages 114–117.

My Lesson Guide

Directions: Write the following statements about each community's celebration under the correct heading.

- held in September
- heritage festival
- best examples of work shown
- prizes for animals
- in honor of history and culture

New Orleans, Louisiana	Hutchinson, Kansas

Talk About It

Work with a partner. Discuss celebrations in your own community. Begin with these questions: What do you celebrate? Why do you celebrate? Who celebrates? What are some things you do to celebrate?

Notes for Home: Your child learned about some community celebrations in the United States.
Home Activity: Ask your child to tell you about what might happen at a state fair.

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Use with pages 114–117.

Extend Language

In this *Extend Language,* students learn about homonyms. Remind students that a homonym is a word that has the same spelling and pronunciation as another word but has a different meaning and origin.

> *"Community and state* **fairs** *bring people together to celebrate and share good times with friends."*
>
> *page 115*

fair **What is a fair?** (A fair is a type of celebration.)

Read aloud the above sentence. **Use the clues in the sentence to tell what happens at a state fair.** (People come together and share good times.)

Tell students that the word *fair* is a homonym. A homonym is a word that has the same spelling and pronunciation as another word but has a different meaning and origin.

Write the word *fair* on the board. Under the word, write the following sentence: *It's not fair to cut in line.* Underline the word *fair.* **What is the meaning of *fair* in this sentence?** (right or just)

Review with students the meanings of other homonym pairs.

Fair: a community or regional gathering at which goods and livestock are often displayed

Root: Old French—*feire* meaning *fair*

Other homonyms: ball, left

Homonym	
fair: a type of celebration	**fair:** right or just
bark: the outer covering of a tree trunk	**bark:** the noise a dog makes
rock: a piece of stone	**rock:** move from side to side

Conversation Starter

Read this sentence from page 116 to students: "Even the animals can win prizes!"

Invite students to talk about how animals can win prizes. Ask: **Do you have a pet or favorite animal? What kind of prize do you think your animal could win in a competition? Why would your animal win the prize?**

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Celebrations Across Our Nation

Activate Prior Knowledge

There are many ways in which people honor their country. Tap students' prior knowledge of this topic by asking the questions that follow.

Ask:

- **How do you honor or show respect for the United States? by saying "The Pledge of Allegiance"? by singing "The Star-Spangled Banner"? by taking holidays off from school?**
- **How does honoring the United States make you feel? Why do you think you feel that way?**
- **Why do you think we honor the United States? the leaders of the United States?**

Build Background

special events

Help students build background for the lesson by having them think about special events they know about or have participated in. Ask: **What special events, such as birthday parties or holidays, have you been a part of?** Encourage students to think about different cultures for examples. Record students' responses in the left side of a chart such as the one below. Then ask: **What kinds of things do people do at or for these events?** List students' responses in the right side of the chart. Conclude the activity by asking: **Why do people or communities have special events? What is the purpose of special events?**

Special Events	Things People Do for Special Events
• birthdays	• Eat special food.
• parties	• Play music and dance.
• weddings	• Spend time with family and friends.
• holidays	• Stay home from work or school.

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Access Content

Preview the Lesson

Read aloud the lesson title, "Celebrations Across Our Nation," as well as the first section heading, "Holidays for Freedom." Help students distinguish the difference between a celebration and a holiday. Explain that a celebration is a way to honor or recognize something special that has happened. A holiday is a day when most people do not go to work or school and use the day for pleasure and enjoyment.

Suggested Questions:

- **What are some holidays you know about?**
- **What are some holidays that are celebrated in the United States?**
- **How do you celebrate things that are important to you?**

Picture Walk

Help students preview the lesson content by engaging them in a discussion about the pictures and text elements.

Page 120
- **I see that Plymouth, Massachusetts, and Washington, D.C., are shown on the map. Because this lesson is about celebrations, I think that some important celebrations took place in these cities. What do you know about Washington, D.C.? What celebration might take place there?**

Page 121
- Read aloud the section heading, "Holidays for Freedom." **What do you think you will learn about in this section? Why?**
- **The men in the upper right picture are called veterans. A veteran is someone who served in the armed forces during a war. What war did these veterans serve in?**
- **What do you think Martin Luther King, Jr., might be speaking about in this picture? How does the section heading help you answer this question?**

Page 122
- **The section heading is "Being Thankful." Look closely at this picture. Why do you think these people might be thankful? What do you think they are celebrating?**

My Lesson Guide

You may wish to have students go back over the lesson with a partner and practice defining each boldfaced word in the text. These definitions will help them complete *My Lesson Guide.*

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Name _____ Date _____ **Chapter 4, Lesson 3**

Use with pages 120–123.

My Lesson Guide

Directions: Complete the chart using the information below.

- to honor those who fought and died in wars for the United States
- to celebrate the life and ideas of a special man
- to give thanks for the good things that happened during the year
- to honor people who served in the armed forces

Holiday	Why It Is Celebrated
Veterans Day	
Thanksgiving Day	
Martin Luther King, Jr. Day	
Memorial Day	

Talk About It

Dr. Martin Luther King, Jr., wanted equality for all people. Work with a partner or a small group. Discuss what Dr. King may have said in his speeches for equal rights. Write a list of your ideas. Start with these questions: What may he have said about equality? Why is equality important to all Americans?

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Notes for Home: Your child learned about national celebrations.
Home Activity: Ask your child to tell you why Veterans Day is celebrated.

Use with pages 120–123.

Extend Language

In this *Extend Language,* students learn about synonyms. Synonyms are words that have similar meanings.

> *"Their first winter in Plymouth had been* **hard.**"
>
> *page 122*

hard **The Pilgrims had a hard time during their first winter at Plymouth. What do you think *hard* means in this situation?** (difficult)

***Hard* and *difficult* are synonyms. Synonyms are words that have similar meanings.**

Write this sentence on the board and read it aloud:

They ate good food at the Thanksgiving celebration.

Think of some synonyms for *good* in this sentence. (delicious, tasty)

Name some other synonyms. (big/large; cold/chilly)

Hard: difficult, not pleasant

Root: Old English—*heard* meaning *hard*

Other synonyms: small/tiny; bright/shiny

Word	Synonym
hard	difficult
good	delicious, tasty
big	large
cold	chilly

Conversation Starter

Read this sentence from page 122 to students: "Across the country we give thanks for the good things that happened during the year."

Ask students to explain some things for which we might be thankful today. **Why might the things for which we are thankful different from the things for which the Pilgrims were thankful? Name some things appreciated by both people today and the Pilgrims.**

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Use with pages 142–147.

What Is Your Community's Environment?

Activate Prior Knowledge

To bridge students' prior knowledge and experiences to lesson content, discuss the landforms and climate in your region. If possible have students go to the windows and describe everything they see—trees, sky, playground, and so forth. Then discuss how the school's environment fits into the community's environment.

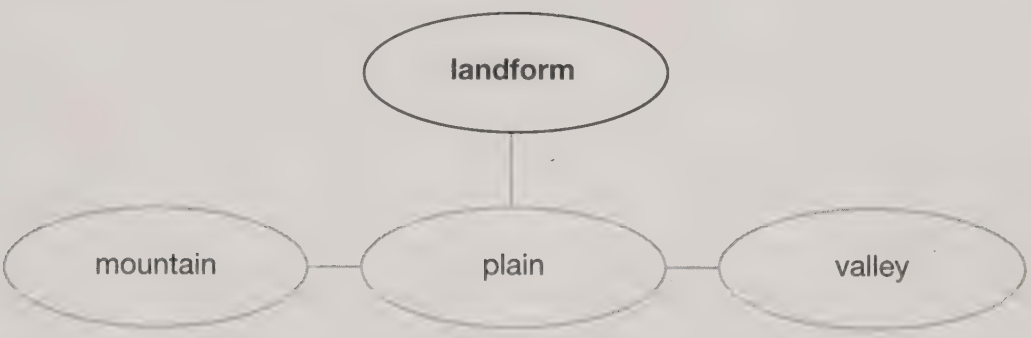
Ask:

- **How does the land look around our community? Are there lots of trees? open fields? mountains? lakes or rivers?**
- **What is the weather like today? What are our seasons like?**
- **What are some outdoor activities people enjoy in our area?**

Build Background

landform	climate	region

Help students create word maps such as the one below. Relate the words in the box above to your region. You may also show pictures of things in your community's or region's environment.



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Use with pages 142–147.

Access Content

Preview the Lesson

Ask questions about the lesson title, "What Is Your Community's Environment?" to help students relate to the content of the lesson.

Suggested Questions:

- **What are some words you could use to define your community? *big? small? city? suburb? farm?***
- **What are some ways you learn about your area's environment? Do you explore? Do you listen to the weather report? Do you read about it? Do you play outside?**
- **In what ways do people in your community enjoy or work with the area's physical environment?**
- **What would you like to know about your community's environment?**

Picture Walk

Encourage discussion about the pictures by using some or all of these questions.

Page 143
- Direct students to the map and read the labels. Help them identify where your community is located on the map. **How is the map divided?** (by regions)

Pages 144 and 145
- Have students study the photographs on both pages and read the four children's comments. **How do the pictures help you better understand the children's comments?**
- **How do these communities compare with our community?**

Page 146
- **The heading says "Changes in People and Places." What changes do we make to adapt to changing weather or seasons?**
- **How might the land in the photograph have been changed to create a farm?**

My Lesson Guide

Encourage students to notice where the children featured in the text live. Help students prepare for their reading by showing them how to record such information in one section of *My Lesson Guide.*

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Name _____ Date _____ **Chapter 5, Lesson 1**

Use with pages 142–147.

My Lesson Guide

Directions: On the map write the name of each region. Then write who lives there. What is it like there?

Region: _____

What is it like there?

_____

Region: _____

What is it like there?

_____

Region: _____

What is it like there?

_____

Region: _____

What is it like there?

_____

Region: _____

What is it like there?

_____

What is it like where we live?

_____

Talk About It

Work in a small group. Talk about outdoor sports. What physical environment is best for each sport? Why do you think so? Give reasons for your answers.

Notes for Home: Your child learned about the landforms, climates, and ecosystems of a variety of communities.

Home Activity: Ask your child to explain the terms *landform* and *climate* and then describe the environmental features he or she likes best in your community.

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Extend Language

In this *Extend Language,* students learn about prefixes. A prefix is a word part added to the beginning of a word that changes the meaning of a word.

> *"Each physical environment and all the living things in it work together in a system called an* **ecosystem."**
>
> *page 145*

ecosystem **What smaller word or word part can you find in this word? Look at the other words in the sentence for clues.** (eco-, system)

Tell students that *eco-* is a prefix meaning *having to do with the environment.*

What is a *system?* (a group of things working together to create a whole)

Discuss other systems that students know about.

Ecosystem: a physical environment and all the living things in it

Roots: eco: Greek—*oikos* meaning *house*
system: Greek—*systēma* meaning *to bring together*

Other words with prefix *eco-:* ecospecies, ecosphere

Other Systems

Term	Meaning
digestive system	a group of organs that break down food into smaller pieces for use in the body
Dewey Decimal System	a way of organizing books in a library with different sets or classes of numbers
highway system	a group of highways that intersect around a city or town

Conversation Starter

Read the following quote from page 142 to students: "The water runs cold and fast. You stand knee-deep in it, your feet freezing in rubber boots."

As you read, have students act out the scene. Talk about some of the words that help paint a picture in their minds of what the author was describing (e.g., *cold*, *fast*, *knee-deep*, *freezing*). Ask students if they think the person's feet are really freezing. Then ask them if they have other ways to describe cold, fast-flowing water in their home language.

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Use with pages 150–155.

Living in Different Climates

Activate Prior Knowledge

Bring in photographs or illustrated books that show extreme weather and climates: deep snowfall, pouring rain, desert, and so forth. Ask students to use words such as *hot, cold, dry,* and *windy* to describe each scene. Display different pictures as you ask the following questions.

Ask:

- **How do you think someone would need to dress in this climate?**
- **How is this climate different from or similar to our climate at different times?**
- **What do you think people might need to do to make it easier to live in this climate? find a source of water? have warm shelters?**

Build Background

adobe

Encourage students to participate in a discussion about buildings and ways to adapt to climate. Show students a picture of a log cabin. Ask them if they know what a log cabin is made of and encourage them to look at the picture and the term *log cabin* for clues. Invite them to tell you what a log cabin would protect people from (wind, rain, and so forth). Then ask students to look at the picture of the adobe buildings on page 154. Point out the thick walls. Ask students what they think this house is made of and what protection it might provide. Ask them which type of house they would prefer to live in and to explain why.

Log Cabin	Adobe
• made of wood	• made of clay bricks
• protects people from wind, rain	• protects people from hot and cold weather

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Use with pages 150–155.

Access Content

Preview the Lesson

Read a local weather report to students. Discuss the parts of the report that would help them decide how to dress or plan their day. Ask questions to help prepare students for the lesson.

Suggested Questions:

- **Have you ever been somewhere with a climate different from our climate? What sorts of things do you think affect climate?**
- **How do you think your clothes might be different if you lived in a place where the climate is much colder than ours? much warmer than ours?**
- **Why do people often have heaters or air conditioners in their homes?**

Picture Walk

Page 150 ■ Read the lesson title to students. **What pictures do you see on this page? Are they examples of hot or cold climates?**

Page 151 ■ **What can you tell me about the climate from this photograph? How do you know?** (There is snow and ice in the photograph.)Tell students they can find clues about the picture from the caption. Read the caption. Ask students to name the place shown.

Page 152 ■ Help students understand the labels on the map. If possible define *equator* for them by referring to a globe in your classroom. **What can you tell about Hawaii by looking at the map and photographs? For example, is it close to or far away from the equator?** (It is surrounded by ocean, close to the equator, and has waterfalls. Colorful plants grow there.)

Page 153 ■ **Two places are labeled on the map: Omaha, Nebraska, and Cape Cod, Massachusetts. Using the map, photographs, and captions, how do the two places compare? How are they alike?**

Page 154 ■ **The section heading says that these are "Homes of the Pueblo." What do you notice first about these homes?** Ask students to tell you about the climate in New Mexico.

My Lesson Guide

Encourage students to summarize locations and climate conditions in *My Lesson Guide.* Help them identify the different areas of content in the spaces in the chart.

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My Lesson Guide

Directions: Complete the chart with information from the lesson.

Location	Climate Condition
A place is located far from the equator,	so the climate is
A place is located close to the equator,	so the climate is
A place is very high,	so the climate can be
A place is near an ocean or lake,	so the climate can be
The Pueblo community in Taos, New Mexico, is cold in winter and hot in summer,	so the Pueblo adapted by

Talk About It

Work with two or three other students. Choose one of the locations described in the lesson—one that has a climate different from the climate of your community. Decide what you might need to take along if you were going to visit a place with that climate. What kind of weather can you expect? What kind of clothing should you wear? Would you be able to sleep outside in a tent, or would you need a house to be comfortable?

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Notes for Home: Your child learned about how climate differs across the United States.
Home Activity: Have your child fold a piece of paper in half and write or draw the climates of two different places. Discuss the two climates with your child.

Extend Language

In this *Extend Language,* students learn about synonyms. Synonyms are words or phrases with similar meanings.

> *"They learned to* **adapt** *to the cold climate there."*
>
> *page 151*

adapt **What does *adapt* mean?** (adjust or make fit)

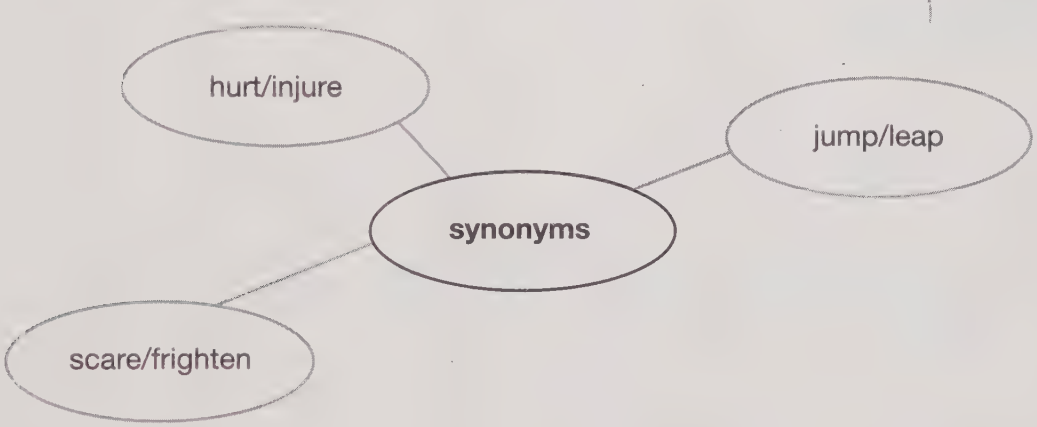
Tell students that *adjust* is a synonym for *adapt.* Synonyms are words or phrases with similar meanings.

Discuss other examples of synonyms with students. Encourage them to use a dictionary to find definitions.

Adapt: adjust or make fit

Root: Latin—*adaptare* meaning *to fit*

Other synonyms for *adapt:* conform, fit in, modify, alter, change



Conversation Starter

Read the following paragraph on page 150 to students: "Suddenly, on the horizon, there is a glint of light. A loud cheer rings out. For the first time in more than two months, you can see the sun, but only for a short time!"

Invite students to describe what they think a "glint of light" is like. Ask them to substitute other phrases, including ones from their home languages, for "glint of light." Then ask students how they would feel if they were in Barrow, Alaska, and saw the sun in this way. Would they appreciate the sunshine more if they had many days without it?

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Communities and Resources

Activate Prior Knowledge

Identify a variety of items in the classroom (you could even point out students' clothing or any food in sight) and ask what the items are made of. Note those items, such as wooden desks, that are clearly made of natural materials. Encourage students to think about where such items might come from.

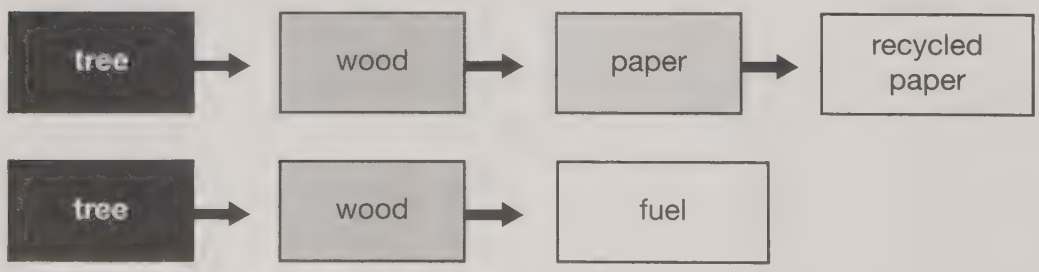
Ask:

- **What are some ways you use water in your home? outside your home?**
- **What is needed to keep a family car running?**
- **Have you ever had or seen a garden? What do you need to make things grow?**

Build Background

natural resources	recycle	fuel

Use this opportunity to discuss the concept of recycling, with which students may be familiar. Ask students what they know about recycling things at home or school. **What can be recycled? Where do we put these things? What is done with them next?** Then have three students stand in a row. Give the first student an object (a box or cup). Tell the class to suppose that the object is a natural resource, such as a tree broken into a piece of wood. Have the first student pass the object to the second student. The second student supposes the wood is burning in a fireplace as a fuel. Ask students where this fuel goes. Can it be recycled? Does it disappear? Can the natural resource be reused or recycled again? What if the third person were handed the wood and he or she represented newspaper (paper printed from the wood)? Can the newspaper be recycled? How can students make a circle to show the process of recycling? Why is it important to find ways to recycle?



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Access Content

Preview the Lesson

Ask students if they have ever seen anything being made or built. This might include anything from a craft project to house construction. Discuss what goes into creating things (labor and materials).

Suggested Questions:

- **Where do you get water? Where does it come from?**
- **Have you ever seen something made of gold?**
- **Why is it useful to know the materials things are made of?**

Picture Walk

Page 160
- Read the lesson title to students. Then invite them to study the sidebar. Ask them to identify the names of the communities in the sidebar. (Angels Camp, California; Beaumont, Texas)

Page 161
- **The section heading tells us that this information has to do with natural resources.**
- **What do the photographs show?** (fuels, trees, soil, water, minerals) **What does this information tell us about natural resources?** (They come from the earth.)

Page 162
- **How can you tell the scene in this painting happened long ago?**

Page 163
- **What can you tell about the process of getting oil out of the ground by looking at these photographs?** (It takes a lot of big equipment. Workers use the equipment to get the oil.)

Page 164
- **The arrows in these photographs show that something is happening because of something else or in a certain order.**
- **What is happening first?** (Oil is pumped out of the ground.)
- **What do the rest of the photographs show?** (Oil is made into plastics. Plastics are recycled.)

My Lesson Guide

As students read, encourage them to be aware of the different useful materials that come from the earth. Have them consider the processes involved in getting the natural resources and using them to help people. Tell them that understanding these processes will help them complete *My Lesson Guide.*

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Name _____ Date _____

Chapter 5, Lesson 3

Use with pages 160–165.

My Lesson Guide

Directions: Complete the chart by writing the following steps in the correct order.

- Resources are used by people.
- Resources are recycled, or used again.
- Resources are taken from the earth.

1.	2.	3.

Complete the sentence below by writing four important kinds of natural resources.

Some important natural resources are _____

_____

_____

Talk About It

With a partner, discuss your thoughts about the value of conserving and recycling. Take turns sharing your ideas. Think about these questions: Why is it important to conserve and recycle natural resources? What might happen if people don't use natural resources carefully? What are some things people—including you—can do to conserve resources?

Notes for Home: Your child learned about natural resources and the importance of conserving and recycling.
Home Activity: Ask your child to explain why conserving resources is important. Discuss ways your child could help you conserve resources.

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Extend Language

Students will learn about prefixes in this *Extend Language.* Help students recall that a prefix is a word part added to the beginning of a word that changes the meaning of the word.

> *"Another way to protect natural resources is by* **recycling** *materials."*
>
> *page 164*

recycle **What word do you recognize that is part of *recycle?*** (cycle)

Do you know what the prefix *re-* means? (again)

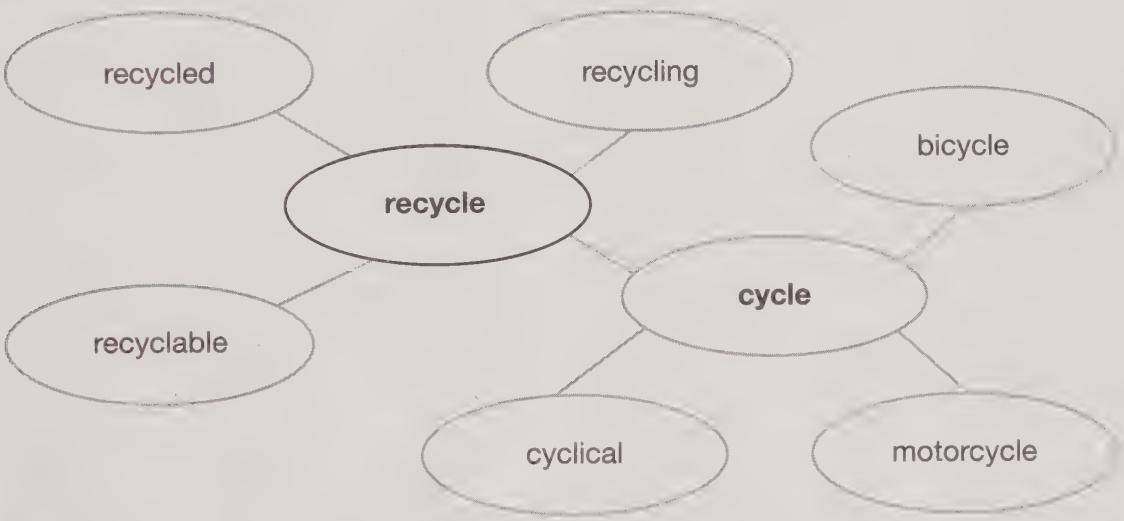
Help students understand the different meanings of the word *cycle* and how they are related. (A process that leads back to a starting point; a wheel. Both meanings refer to things that move in a circular pattern.)

Help students understand that *recycle* means *to repeat a process again.* In the lesson, *recycle* applies to the process of preparing something to be used again.

Recycle: the process of preparing something to be used again

Root: Latin—*re-* (meaning *again*) Greek—*kyklos* (meaning *circle* or *wheel*)

Other related word: encyclopedia



Conversation Starter

Read this quote on page 163 to students: "Oil was so valuable that some people called it 'black gold.'"

Encourage students to tell what oil is being compared to. (gold) Ask students why they think people call oil "black gold." (Oil is black and very valuable, like gold.) Then invite students to talk about whether oil is still valuable today and to give reasons that support their answers.

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A Mountain Community

Activate Prior Knowledge

Explain to students that mountains occur in many places around the world. Using a map or globe that shows landforms, have students take turns identifying areas with mountains.

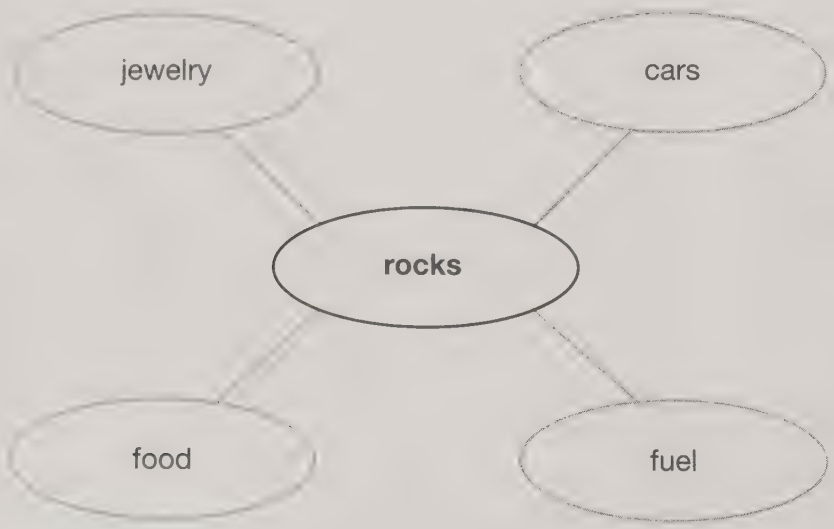
Ask:

- **Have you read any books or seen any movies that were set in or near mountains? What were the mountains like? Did they affect the lives of the people in the stories?**
- **Have you ever visited mountains or lived near mountains? Tell about your experiences.**
- **What do you think it would be like to live in a town in the mountains?**

Build Background

miner

Help students understand more about minerals and mining by explaining that rocks are made of one or more minerals. Discuss rocks (or gems) that students may be familiar with such as those in jewelry or their birthstones. For example, they may have seen quartz, diamonds, and garnet rocks. Tell students that a miner digs up large amounts of rock to find things that are used to make jewelry, cars, food, and fuel.



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Use with pages 172–175.

Access Content

Preview the Lesson

Ask questions to help students begin thinking about the ideas in the lesson.

Suggested Questions:

- **What special sights or places of interest are in or near your community?**
- **What features or resources might make people choose to live in a certain place?**
- **Why might some people want to live in the mountains?**
- **How do we get natural resources, such as minerals, from the earth?**

Picture Walk

Lead a discussion about the pictures in the lesson to provide an overview about important ideas.

Page 172 ■ Read aloud the title of the lesson. Then point out the map. **Why do you think Glenwood Springs, Colorado, is shown on this map? What type of land do you think might be found in this place?**

Page 173 ■ Read the section heading. Then direct students to the two photographs.

■ **Is the bottom photograph old or new? How can you tell? What does it show you about Glenwood Springs?**

■ **What can you tell about the Ute Indians from the recent photograph at right? What can you conclude about Glenwood Springs by linking the section heading to the photograph?**

Page 174 ■ **What things are shown on this map? What can you tell about Glenwood Springs from this map?**

Page 175 ■ **Turn the heading into a question.** Read aloud the review question. **How might the review question help you predict the answer to your question.**

My Lesson Guide

To prepare students for their reading, encourage them to think about the order of events related to the founding and growth of Glenwood Springs. They might find it helpful to compare the history of Glenwood Springs with that of their community or another community from their home culture.

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Name _____ Date _____

Chapter 6, Lesson 1

Use with pages 172–175.

My Lesson Guide

Directions: Write the events in the history of Glenwood Springs, Colorado, in the order in which they happened.

Events

- Captain Isaac Cooper helps set up Fort Defiance.
- Miners dig coal from the area's caves.
- The name of the town is changed to Glenwood Springs.
- The railroad reaches Glenwood Springs.
- The Ute discover the hot springs.

Talk About It

Work in small groups. Suppose that you are visiting the town of Glenwood Springs. One of you can act out the part of a tour guide giving information and answering questions. The others can act as tourists asking questions and enjoying the springs.

Notes for Home: Your child learned about the history of the mountain community of Glenwood Springs, Colorado.
Home Activity: Ask your child what the first settlers found when they traveled to the Glenwood Springs area.

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Use with pages 172–175.

Extend Language

In this *Extend Language,* students learn about the root word of *discover.* They also explore other parts of speech in the same word family (related words).

> *"The Ute first* **discovered** *the hot water springs deep within Glenwood Canyon."*
>
> *page 173*

discovered **Can you break this word down further?** (dis-, cover, -ed)

What does *dis-* mean? (do the opposite of; reverse)

What does it mean to cover something? (to place something on or over something to hide or protect it)

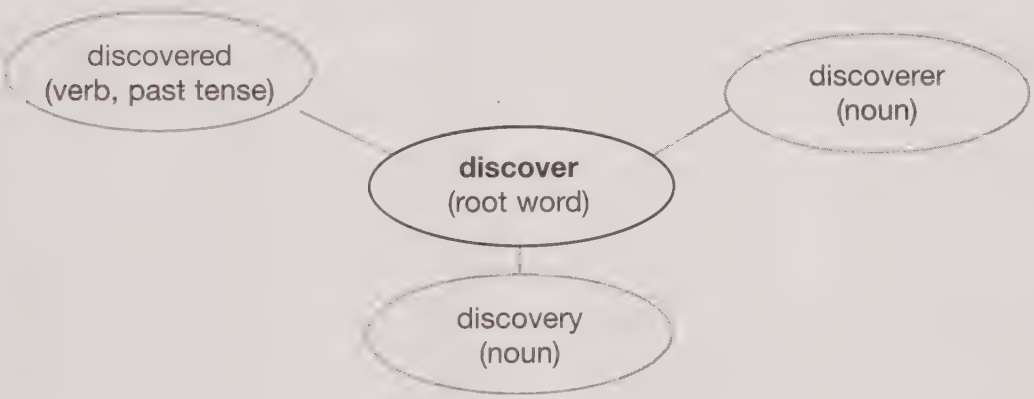
Tell students that *discover* is a verb. Adding *-ed* makes it a past tense verb as seen in the following sentence: *The miners discovered the diamonds in the mountains.*

Help students see that *discover* can be changed to other parts of speech. Discuss the noun *discovery*. Point out how *-y* is added. Explore the different parts of speech in the web and the common root *discover*.

Discovered: to find or expose something

Root: Middle English—*discoveren* meaning *to reveal*

Other related words: cover, recover, recovery, coverage



Conversation Starter

Read the following sentence from page 175 of the text: "Even though communities in places such as the Rocky Mountains had many natural resources, they were hard places in which to live."

Remind students of what they learned in Chapter 5 about the climate high in the mountains. (It is usually cool or cold.) How might the climate affect life in the mountains? What things might make living in the mountains difficult? What would driving in mountains be like? What things do some people like about the mountains?

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Use with pages 178–181.

A Water Community

Activate Prior Knowledge

Tell students to suppose that they own a large boat. Discuss how they would decide where to live if they needed or wanted to use the boat often. You may also wish to have students look at a map and identify which large cities are near water.

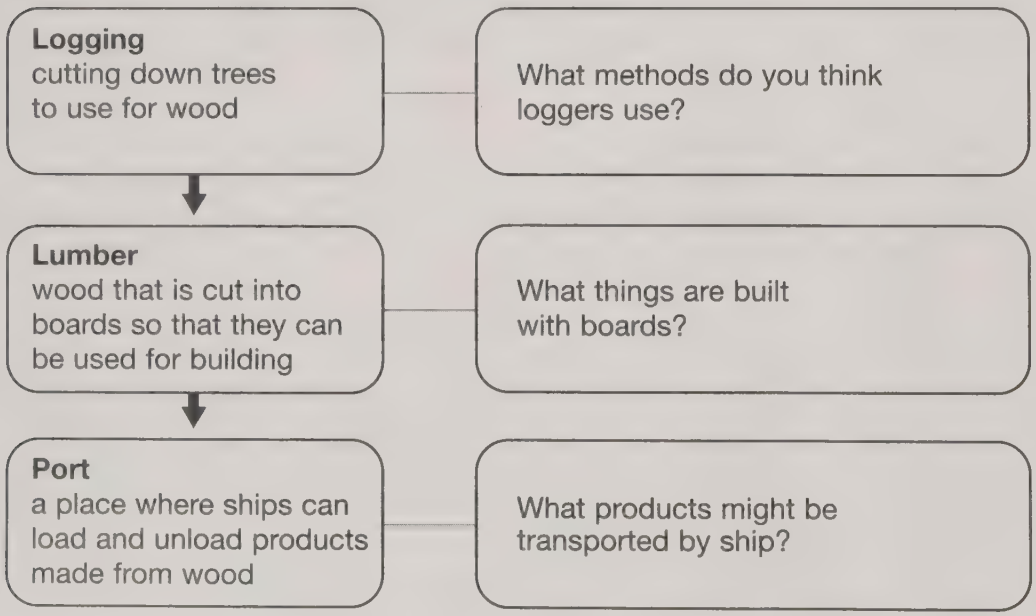
Ask:

- **Have you ever seen a river, a lake, or an ocean, either in real life or in a movie? What was it like?**
- **What kinds of things do people do in and around water?**
- **Why do you think people use boats?**

Build Background

logging	lumber	port

Work with students to create a graphic organizer that shows the simple steps from cutting down trees to shipping the lumber. Point out how the three boxes on the left progress in a natural order: trees are cut down (Logging); made into lumber (Lumber); and then shipped (Port). Have students suggest possible answers to the questions on the right.


Logging
cutting down trees to use for wood
What methods do you think loggers use?
Lumber
wood that is cut into boards so that they can be used for building
What things are built with boards?
Port
a place where ships can load and unload products made from wood
What products might be transported by ship?

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Access Content

Preview the Lesson

Explain to students that for most of the world's history, boats and ships have been extremely important. They could be used for fishing, traveling, and shipping goods. Ask questions to prepare students for the lesson.

Suggested Questions:

- **How might a community benefit from being near a body of water?**
- **What jobs might exist in a town that is near the water and is surrounded by forests?**
- **How might the natural resources of Seattle cause the city to grow?**

Picture Walk

Page 178
- Direct students to the map at the top of the page. Then read aloud the lesson title. **What can you learn about Seattle from the map and lesson title?**

Page 179
- Read aloud the section heading. Model a think aloud: **I see from the section heading that we will be reading about the early days of Seattle. From the pictures, I think we are going to be learning about Native Americans who lived in the Seattle area.**
- Ask students what questions they would like to have answered after reading this page.

Page 180
- Point out the photograph at the top left of the page. **What natural resources can be seen in this picture? What does this picture tell you about Seattle?**

My Lesson Guide

As students read, have them focus on how Seattle today is similar to and different from Seattle in the early days. Encourage students to take notes. Show students how their notes will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Fill in the chart below with information about Seattle. In the last section, write how Seattle has changed over time.

Seattle

Early Days	Today
Natural Resources • trees • water	**Natural Resources**
Key Industries	**Key Industries** • logging
In what ways is modern-day Seattle different from Seattle long ago? How is it similar?	

Talk About It

In a small group, act out working in Seattle's logging business. What kinds of jobs might be involved? How do you get trees? How are they changed into lumber? What happens to the lumber?

Notes for Home: Your child learned about the history of the city of Seattle, Washington, and the legend of Paul Bunyan.

Home Activity: Ask your child to tell you about Paul Bunyan. If possible check out books from the library and read some tales about Paul Bunyan and Babe, the blue ox, with your child.

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Extend Language

In this *Extend Language,* students learn about prefixes. Remind students that a prefix is a word part added to the beginning of a word to change the word's meaning.

> *"Loggers sometimes used rivers for* **transportation."**
>
> *page 180*

transportation **Break this word down into syllables.** (trans, por, ta, tion)

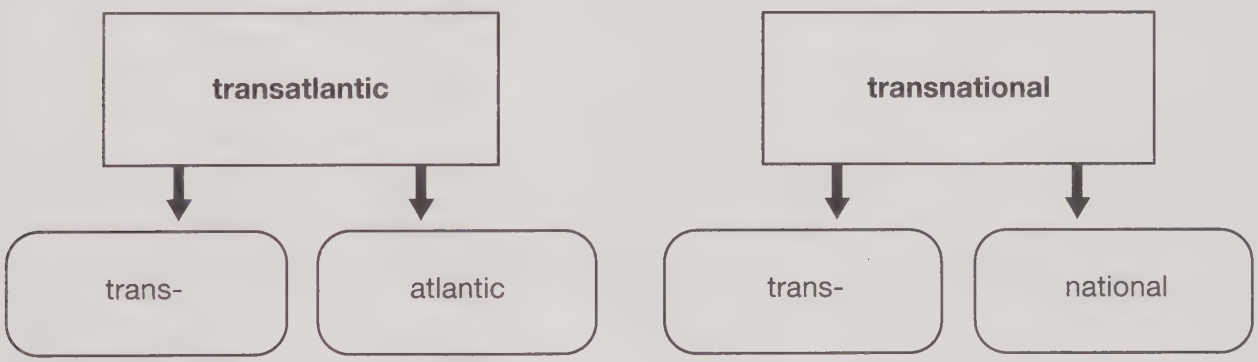
Pronounce the word; then explain the Latin root—*portare,* meaning "to carry." Point out that *portare* is also related to *portable.* Ask students how the meanings of *portare* and *portable* are related.

Then direct students' focus to the prefix *trans-*. Tell students that *trans-* means "across." Write words from the word web on the board and break them into smaller word parts. Encourage students to decode the word and word parts to tell you what they think these words might mean. **What word parts do you recognize? What do those parts mean?** Remind students to use what they know about the prefix *trans-*.

Transportation: the act or process of moving or carrying something from one place to another

Root: Latin: *trans-* (meaning *across* or *beyond*) + *portare* (meaning *to carry*)

Other words that contain *trans-:* transfer, transform, transit, transmit, transplant



Conversation Starter

Read this sentence from page 181 to students: "Some people now wonder what will happen to Seattle's natural resources."

Invite students to recall some of Seattle's natural resources, such as trees, fish, and water. Have students think about what might happen to these things over time and how they can be renewed. For example, what might happen if loggers cut down trees without planting new ones? How could the city make plans to make sure there are enough fish?

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Use with pages 186–189.

A Crossroads Community

Activate Prior Knowledge

Ask students to think of a time when they were at a place where two or more streets meet. Tell them to think about how they knew which road to take. What difference does it make when a different road is chosen?

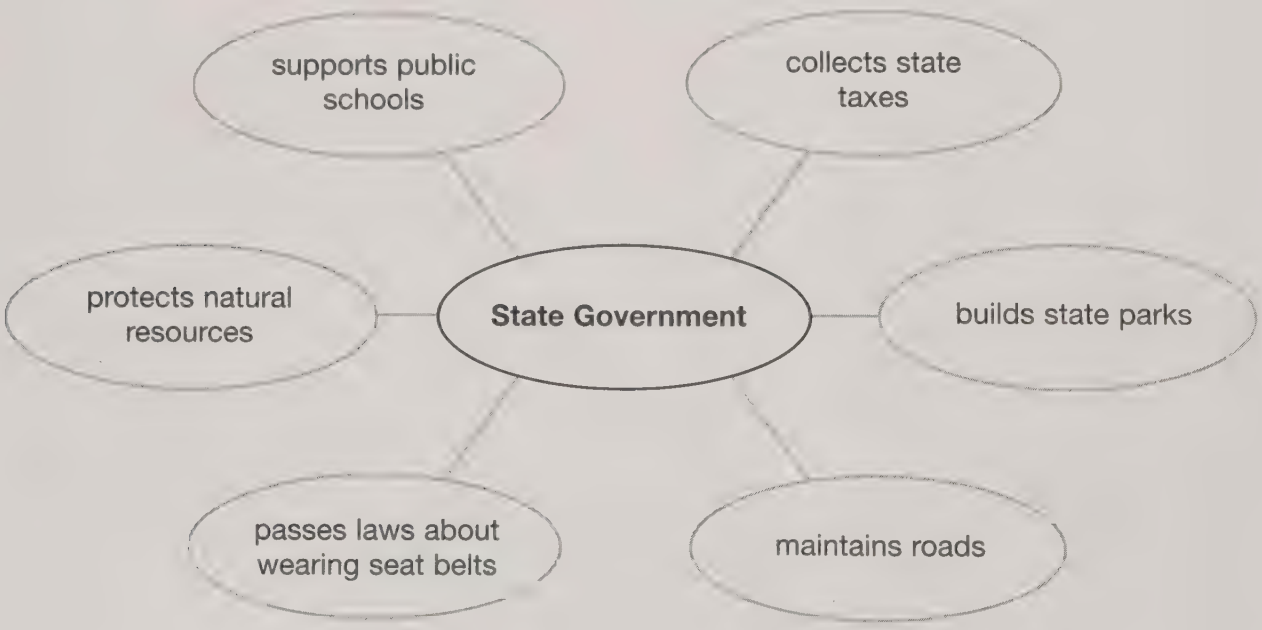
Ask:

- **What are some important roads or streets in our community?**
- **How are the roads useful for people?**
- **How would our community be different if we had fewer roads? more roads?**

Build Background

state capital	state government

Ask students to name your state capital and locate it on a map. Work together as a class to create a web such as the one below. Students should suggest laws that a state government might consider or pass or areas of responsibility it might have.



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Access Content

Preview the Lesson

Discuss the streets and roads that are part of students' lives. Encourage them to think of the number of streets needed to get home, to the store, to school, or to another town. Ask questions to involve students with the lesson.

Suggested Questions:

- **Think about the country before there were roads and trains. How would people travel?**
- **How might a community change if more roads and a railroad were built in it?**
- **Why might many people choose to live in a crossroads community?**
- **What do you think you might learn in this lesson about the importance of roads to a community?**

Picture Walk

Page 186
- Direct students to the map of the United States. Then read the lesson title. **A crossroad is a road that crosses another road. A crossroad is an intersection. Think about the title and the map. Why do you think the central location of Indianapolis, Indiana, might be important?**

Page 187
- Read aloud the section heading. Then point out the photographs. **What does the small photograph tell you about the community's past?**
- **What can you tell about Indianapolis today based on the large photograph?**

Page 188
- **Does your town have a train station? If so, how is it like or unlike the station pictured here? Why would it be helpful for a town to have trains running through it?**

My Lesson Guide

Remind students that words that are highlighted and in dark print are important to the lesson. Encourage them to scan the text for these words to help them complete *My Lesson Guide.*

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Name _____ Date _____

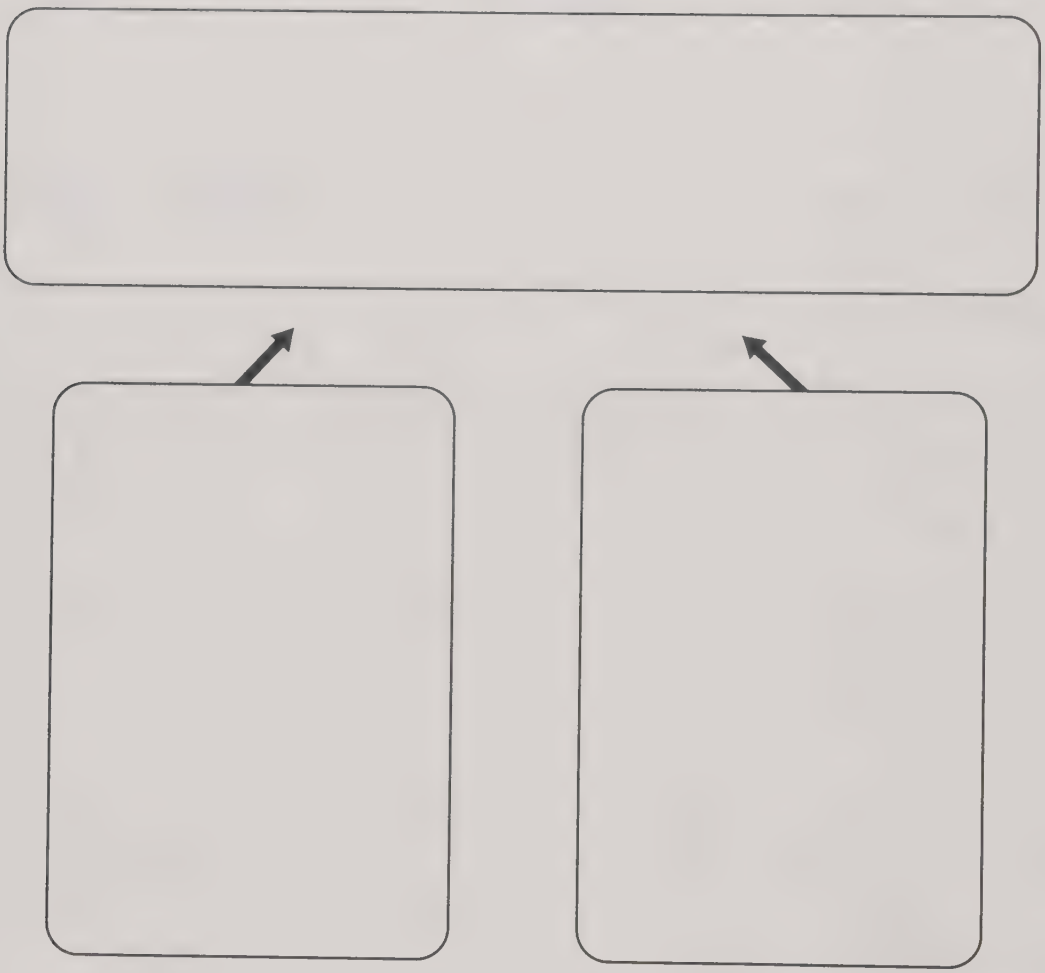
Chapter 6, Lesson 3

Use with pages 186–189.

My Lesson Guide

Directions: Write the details and the main idea in the correct boxes below.

- Indianapolis became an important stop for many different railroad lines.
- In 1847 more and more people moved to Indianapolis.
- The Union Rail Station was built in 1852.



Talk About It

Work with a partner. Suppose that you live in Indianapolis in the 1830s. The new highway was just completed. Talk about what new things you might see in Indianapolis because of the new highway.

Notes for Home: Your child learned about a crossroads community—the city of Indianapolis, Indiana.
Home Activity: With your child, look at a road map of your state. Find out what major highways pass through your area. Ask your child to identify communities that may be crossroads.

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Extend Language

In this *Extend Language,* students learn about words related to *government.*

> *"People in the state* **government** *make and carry out the state's laws."*
>
> *page 187*

government **Break this word down further.** (govern, -ment)

What part of speech is *government?* (noun)

What part of speech is *govern?* (verb)

Explain that *govern* comes from the Latin root *gubernare,* meaning *to steer.*

What does a government do? (makes laws; leads a city, state, region, or country)

Remind students of your earlier discussion about state capitals, government, and law. **What laws do you know about?**

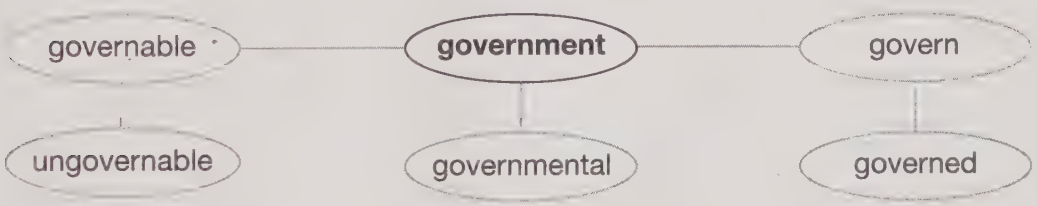
How does the root *gubernare* relate to the work of government? **What does a government have to do with moving things or people?** (A government steers, or leads, the people in a place or region. For example, a government makes laws to help organize and lead people.)

What other words are related to *government?*

Government: the people who rule or govern a country or state

Root: Latin—*gubernare* meaning *to steer or govern*

Other related words: governess, governor



Conversation Starter

Read this quote on page 187 to students: "Indianapolis first became a crossroads center in the 1830s."

Ask students to think about how a crossroads community differs from a community that is not at a crossroads. Which community might have a greater population? Which town might have a greater variety of things to do and see? Ask students to engage in a debate over which town would be the better one in which to live. Encourage them to support their opinions with reasons or examples.

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Explorers Come to North America

Activate Prior Knowledge

To link students' prior knowledge and experiences to the lesson, discuss the efforts of people working to design inventions, make discoveries, or find new ways of doing things. Talk about modern-day explorers, whom students have read about or seen on TV, such as astronauts or undersea explorers.

Ask:

- **Have you ever explored a place that was new to you? How did you feel? What did you learn about this new place?**
- **Why do you think some people might want to find new places, invent new things, or discover new ways of doing things?**
- **What ideas or places would you like to explore?**

Build Background

explorer

Help set the mood and the scene by dividing the class into two groups: explorers and the Iroquois. Have these groups sit in two different parts of the classroom and act out their parts. Tell the explorers that they are sailing to find a new land and riches. They have no maps and are lost. They ran out of food three months ago and are eating whatever they can find to stay alive. They need to find land soon or they will not survive. Tell the Iroquois group that they have a government, a way of life, and a religion. They like the land just the way it is. Have the Iroquois act out farming and hunting. When they return to their homes, the explorers have arrived.

Ask:

- **What might happen after the Iroquois and the explorers meet?**
- **How might the Iroquois feel? the explorers?**

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Access Content

Preview the Lesson

Read aloud the lesson title, "Explorers Come to North America." Discuss with students what exploring is.

Suggested Questions:

- **Have you ever wanted something that you had to search for?**
- **Have you ever gone to an unfamiliar place where no one speaks your language?**
- **Have you ever misunderstood someone else or felt misunderstood?**
- **How do you think the explorers might have felt in the new lands?**

Picture Walk

Page 208
- Read aloud the lesson title. Then point out the map at the top of the page. **What prediction can you make about Oneida County, New York, based on the title of this lesson?**
- Point out the longhouses at the bottom of the page. **How are these dwellings different from the homes of today? What might this information tell you about this lesson?**

Page 209
- Read aloud the section heading and caption. **What does the photograph on this page tell you about the Iroquois way of life?**

Page 210
- Read aloud the caption. **What is a spice? Do you recognize any of the spices shown on the page? What are they? Why would spices be important to people?**
- Read aloud the map title and caption. **What are some things we can learn from this map? Why do you think explorers from these different countries took different routes across the Atlantic Ocean?**

My Lesson Guide

Remind students that while they read the lesson they should pay close attention to the way North America was before and after the explorers discovered it. Explain that focusing on these ideas will help them complete *My Lesson Guide.*

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Name _____ Date _____

Chapter 7, Lesson 1

Use with pages 208–211.

My Lesson Guide

Directions: Describe the Iroquois people by completing the sentence in the left box. Then describe what the explorers were trying to do by filling in the right box. Finally, fill in the bottom box to describe what North America was like long ago.

The Iroquois were

The Explorers were

North America was

Talk About It

Work in a small group. Act out a discussion among a group of explorers. The explorers thought they were going to China but found themselves in a strange new land that they never knew existed. What do they think of this surprise? What will they do next? What will they tell people at home?

Notes for Home: Your child learned about the Iroquois people and early explorers in North America.
Home Activity: Ask your child to tell you about Iroquois culture.

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Use with pages 208–211.

Extend Language

In this *Extend Language,* students learn about word roots.

> *"These differences sometimes led to* **conflicts."**
>
> *page 209*

conflicts **What are conflicts?** (disputes, disagreements, clashes)

Guide students to divide this word into two syllables. Then tell students that in this word *con-* is a Latin word that means *together* or *with.* The Latin word *com-* can have the same meaning.

Invite students to explore other words with this root. Have students work in small groups. Print the words students come up with on slips of paper. Then cut off the root words and mix up the slips in a hat or container. Distribute a complete set of word parts to each group. Invite students to put the word parts back together and write the words on paper. Help them check their work in a dictionary. Review the meanings of some words with the Latin root *con-*.

Conflicts: disputes, disagreements, clashes

Root: Latin—*conflictus* from *confligere* meaning *to clash* (*com-* together + *fligere* strike)

Other words with the *con-/com-* root: consult, congratulate, companion, complaint, combat

Latin root: *con-*

Word	Definition
constellation	a group of stars usually with a shape
congress	a group that works together to make laws
concert	a performance with many musicians or singers

Conversation Starter

Read these sentences on page 209 to students: "The Iroquois women were very good farmers. The men were very good hunters."

What do these statements tell you about Iroquois culture? How do you think the Iroquois felt about the natural resources in the region where they lived?

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A Spanish Community

Activate Prior Knowledge

To bridge students' prior knowledge and experiences to information in the lesson, discuss times when students found something by surprise.

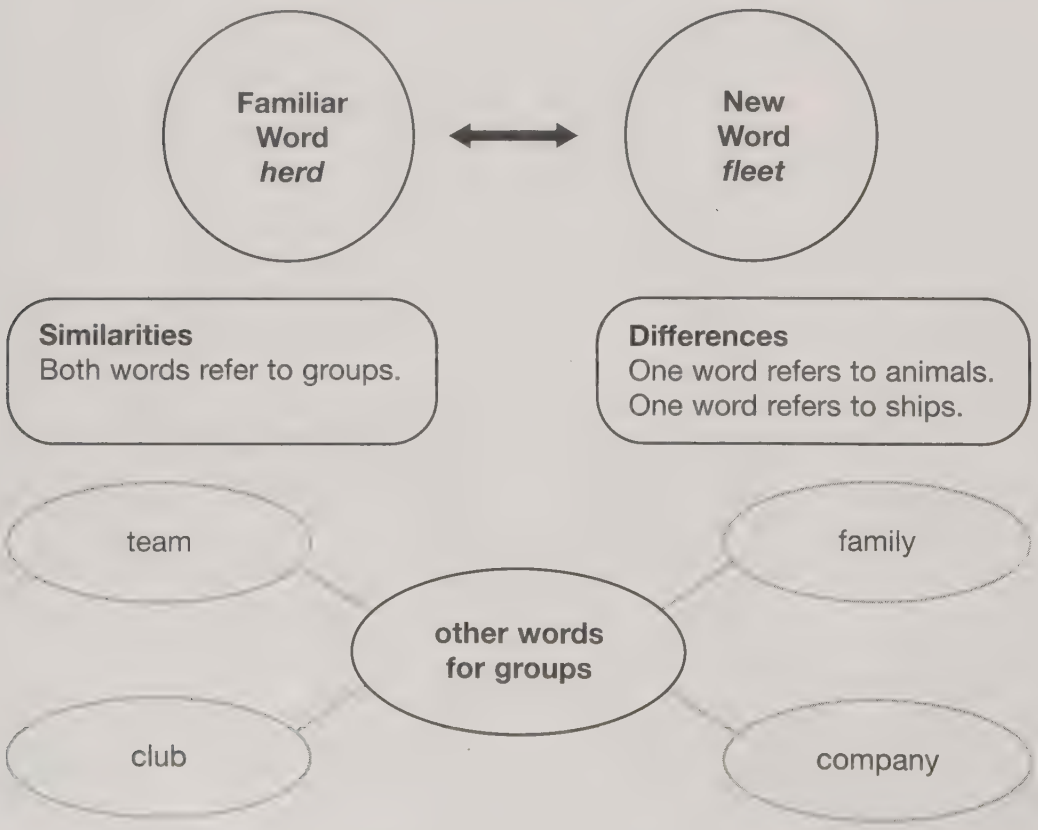
Ask:

- **Have you ever looked for one thing but found another?**
- **What were the two things? How did you feel?**
- **How might an explorer who was looking for one thing but found another feel? Why do you think so?**

Build Background

fleet

Help students complete graphic organizers such as the one below. Discuss how *herd* and *fleet* are related in meaning. Then point out differences between the meanings of the words. Have students suggest other words that describe different types of groups.



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Access Content

Preview the Lesson

You may wish to review with students what is meant by *community*. Have students point out Spain on a map. (They can use the map on page 210.) If you have Spanish-speaking students in your class, ask them to share what their community means to them. Then shift the focus of the conversation to questions that will involve students in the ideas of the lesson.

Suggested Questions:

- **Have you ever raced to get someplace before other people got there? Why did it seem important to be first?**
- **Have you ever seen a movie in which people were fighting from a castle or fort? What was the fort like?**
- **What would you like to learn about Spanish settlement in this lesson?**

Picture Walk

Page 215
- Read aloud the section heading. Focus students' attention on the large illustration at the bottom of the page. **Who do you think the men in the boats are? What makes you think that?**
- Refer students to the picture of Estebán. **What do you think this man is doing? Why is he traveling with the Spanish?**

Pages 216 and 217
- Read aloud the caption identifying the fort. Explain that the Spanish built this fort. **Why do you think the Spanish built a fort? What do you think is the purpose of the moat?**
- Read the caption about the sculpture. **What does the fact that someone created a sculpture of this explorer tell you about the explorer?**

Pages 218 and 219
- Read aloud the section heading and the caption for each photograph.
- **What do you think you might see inside the oldest house?**
- **How are coins today different from the doubloon?**
- **Why might people want to tour the fort?**

My Lesson Guide

Explain to students that they will be completing a chart based on their reading. They should summarize the main points of the lesson and ask themselves, "How do I know?" to help figure out details that support the main ideas.

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My Lesson Guide

Directions: Read the main ideas on the left. On the right, write a detail from the text that supports each main idea.

Main Idea	Detail
Ponce de León was disappointed with his discovery of Florida.	
The Spanish worked hard to create a settlement in Florida.	
The community of St. Augustine, Florida, has kept its history alive.	

Talk About It

Work with a partner. Act out a conversation between Ponce de León and a member of his crew upon arriving in Florida. Remember that their thoughts were "surely gold must be here somewhere." Keep in mind that the explorers had traveled far. How might they have felt? What might they have said? What might they have done?

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Notes for Home: Your child learned about the history of the settlement of St. Augustine, Florida.
Home Activity: Ask your child to explain why the Spanish built a fort in St. Augustine.

Extend Language

In this *Extend Language,* students learn about synonyms. Tell students that a synonym is a word with a similar meaning to another word.

> *"With the help of a hurricane, he* **defeated** *the French fleet in the Atlantic Ocean."*
>
> *page 217*

defeated **What part of speech is *defeated?*** (verb) **What does it mean to be defeat someone?** (to win a contest against someone)

What are some verbs similar in meaning to *defeat?* (beat, overcome, conquer)

Tell students that words with similar meanings are called synonyms. ***Beat, overcome,* and *conquer* are synonyms for the word *defeat.***

Defeated: to have won a victory over

Root: Latin—*disfacere* meaning *to put asunder* or *undo*

Other synonyms: high/tall; big/large; sad/unhappy

Word	Synonym
happy	glad
small	little
noisy	loud

Conversation Starter

Read the sentence from page 219 of the text: "Our history is important, and the people here in St. Augustine have kept the Spanish culture of the community alive."

What are some examples of the people of St. Augustine keeping their culture alive? Ask students why they think it might be important to do this. **How can you keep your culture alive? What events do you or your family celebrate? What are the challenges of keeping one culture alive while living in another culture?**

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Use with pages 224–227.

A French Community

Activate Prior Knowledge

To draw students into a discussion about French settlements in present-day Canada, encourage them to think about what they have already learned about natural resources and where communities are built.

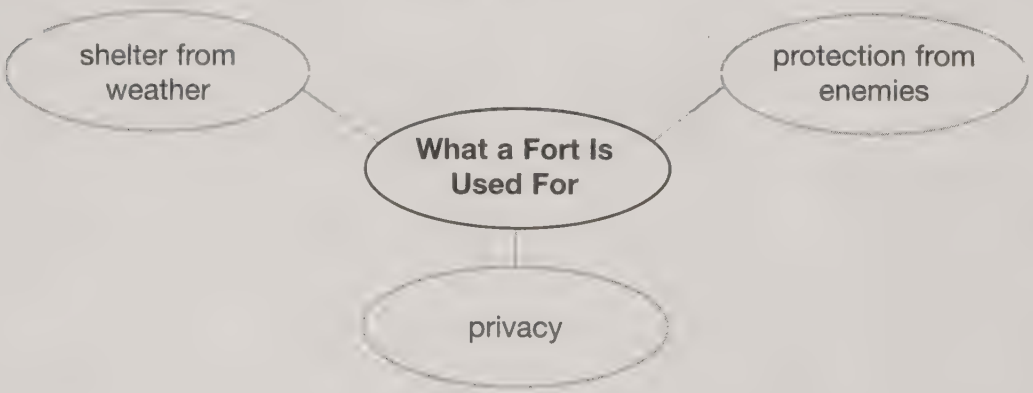
Ask:

- **What are some reasons to build a community near a river? How do you think people moving to this community might use the river?**
- **Have you ever visited or lived near a river? What was it like? What was the land like near the river?**
- **Do you think explorers in a new land would look for land similar to their home? Explain.**

Build Background

fortification

Invite students to look at the picture on page 226, or show them pictures of castles from an encyclopedia. Ask students if they have seen any movies with castles and forts in them. Then write the word *fortification* on the board. Ask students to study the word and see if they can find a smaller word that they know. Ask them what a fort is and if they have ever tried to build one (with snow, household materials such as boxes, and so forth). Invite students to tell you what a fort is used for. Then explain that fortifications are stone walls built for protection. You might even use classroom materials (such as books) to show how a stone wall might have been built on an elevated level (perhaps on top of your desk) as fortification—or protection—from enemies below.



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Use with pages 224–227.

Access Content

Preview the Lesson

Encourage students to think about what happened when the French and Spanish clashed, as related in the previous lesson. Ask questions to help prepare students for this lesson.

Suggested Questions:

- **Why do you think the French explored so far north of the Spanish settlements?**
- **What would you be looking for or worrying about if you were looking for a place to live in a new land?**
- **What effects of French settlement would you expect to see in a Canadian community today?**

Picture Walk

Page 224

- Ask students to look at the map at the top of the page. **What two countries are shown on the map? What country do you think Quebec City is in?**

Page 225

- Read aloud the section heading. Then read the captions for each picture.
- **Why might the Native Americans have been interested in a European like Jacques Cartier?**
- **What predictions do you have about Samuel de Champlain based on the section heading?**
- **What are telescopes and compasses used for? How do you think explorers used such tools?**

Page 226

- Read aloud the section heading. Draw students' attention to the photograph of the girl. **What language do you think she is speaking? What do you think the girl is saying?**
- Point out the photograph of the city. **Why do you think some buildings were built on high cliffs? Why might this have been a good idea?**

My Lesson Guide

To prepare students for their reading, tell them that they will learn about the history and present-day life of a place in Canada. Prompt their interest in this subject by telling them that this place is unlike any other place in Canada. Tell students that looking for information about why this place is special will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Complete each sentence below with the correct word from the list.

- French
- Samuel de Champlain
- River
- Jacques Cartier
- fort

1. _____ landed on the coast of Canada and met with Native Americans.

2. The French built their _____ on the top of a hill.

3. _____ built a permanent French settlement.

4. Quebec City overlooks the St. Lawrence _____.

5. The _____ culture makes Quebec City a special place to live or visit.

Talk About It

Work with a partner. Act out a discussion between two French settlers deciding where they should build their fort. Be sure to mention a large hill. Discuss why this hill is a good place on which to build a fort.

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Notes for Home: Your child learned about the first permanent French settlement in North America: Quebec City, Canada.
Home Activity: Ask your child to describe what he or she learned about Quebec City. Share any aspects of French culture with which you are familiar, such as food, art, or expressions.

Use with pages 224–227.

Extend Language

In this *Extend Language,* students learn about French roots of English words.

> *"This is where the French built their* **fort . . . ."**
>
> *page 226*

fort Ask students to tell you a definition for *fort.* Then tell students that this word is a French root word. In French, *fort* means "strong." **Is a fort strong? Why or why not?**

Explain to students that many English words come from the French language. Invite them to review the words below. Then ask them to compare the spellings and note any similarities and differences.

Fort: a strong building

Root: Middle French—*fort* meaning *strong*

Other related words: fortify, fortress, fortitude, fortification

English Word	Old French Word
royal	roial
fuel	feuaile
cure	curer
chair	chaiere

Conversation Starter

Read this sentence on page 227 to students: "Quebec's culture makes the city a special place to live and a special place to visit."

Remind students that Quebec is in Canada, which is an English-speaking country. Tell them that much of the rest of Canada is influenced by British traditions. **How do the people of Quebec keep the early French culture from the first settlements alive? Why do you think it is important for the people of Quebec to maintain this French culture?**

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An English Community

Activate Prior Knowledge

To bridge students' prior knowledge with lesson content, discuss preparing to move to a new place.

Ask:

- **Have you ever moved to a new place? What did you and your family have to do to get ready for the move?**
- **Think about things you use every day. If you were going to move, which of these things would you want to take with you?**
- **If there were no stores, how do you think you might get food?**

Build Background

representative government

Engage students in a discussion about voting for something. For example, ask them how they would choose someone to represent your class. **Suppose that the school needs one representative from each class to find out what is important to the students.** Students might also brainstorm ways that they would choose someone from the school to represent the entire school—such as in a math competition. **How would you decide the best person or representative? What are the qualities of a good representative?** Discuss the words *represent* and *representative*. **What would this person from your school represent? If he or she were to represent the school for math, would this person need to be a good math student? Why or why not?**

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Use with pages 230–235.

Access Content

Preview the Lesson

Relate to students that great opportunities often involve great risks. Ask questions that will help students connect the difficulties of the past with those of today.

Suggested Questions:

- **Do you know anyone who has moved someplace new to try to improve his or her life?**
- **How do people get work, food, or a home when they go to a new place?**
- **Try to imagine going to a new place with no houses or stores. What do you think people would do in such a place?**

Picture Walk

Page 231
- Explain that Powhatan was a powerful Native American chief who controlled many different groups of Native Americans (the "Confederacy" mentioned in the caption). **What does the image of the Englishmen bowing before Powhatan reveal about Powhatan's power?**
- Read the caption for the picture at the bottom of the page. **What does *The First Sermon Ashore* tell you about the English settlers?**

Page 232
- Read aloud the section heading and identify the portrait as that of John Smith. **Why is a good leader important to a community?**

Page 232 and 233
- **How does this picture compare with what you imagined happening in a new place where people had to do everything themselves?**
- **What kinds of work do you see people in the picture doing? Would it be important in this kind of community for everyone to help with tasks?**

Page 234
- Have students look at the map of Jamestown as you read aloud the terms and definitions. **Why do you think the settlers needed barracks and gunpowder?**

My Lesson Guide

Point out the headings in the graphic organizer in *My Lesson Guide.* Tell students to use the headings as clues to help them organize information as they read. Ask students to pay attention to dates.

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Name _____ Date _____

Chapter 7, Lesson 4

Use with pages 230–235.

My Lesson Guide

Directions: Look for dates and important events as you read. Complete the time line with the information below.

- Jamestown is a national historic site.
- The first English settlers arrive in present-day Jamestown.
- The first representative assembly meet in a Jamestown church.
- The people of Jamestown live through "the starving time."

1607 _____

_____

1609–1610 _____

_____

1619 _____

_____

Today _____

_____

Talk About It

Work with a small group or a partner. Suppose you are making an announcement about the first meeting of the representative government in the Jamestown church. Why is this meeting important? What do you think people will want to know? What will the representatives do? What will you say to the people?

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Notes for Home: Your child learned about the history of the English settlement of Jamestown, Virginia.
Home Activity: Ask your child to describe what people had to do to create the settlement.

Use with pages 230–235.

Extend Language

In this *Extend Language,* students learn about suffixes. The suffix *-er* can change verbs into nouns.

> *"John Smith, a* **leader** *in the settlement, led a search to find more food."*
>
> *page 231*

leader **Can you break *leader* down further?** (lead, -er)

Write the root *lead* on the board. What does *lead* mean? (to guide or direct) Tell students that *lead* is a verb. *Leader* is a noun.

Point out that the suffix *-er* can mean "a person who does something."

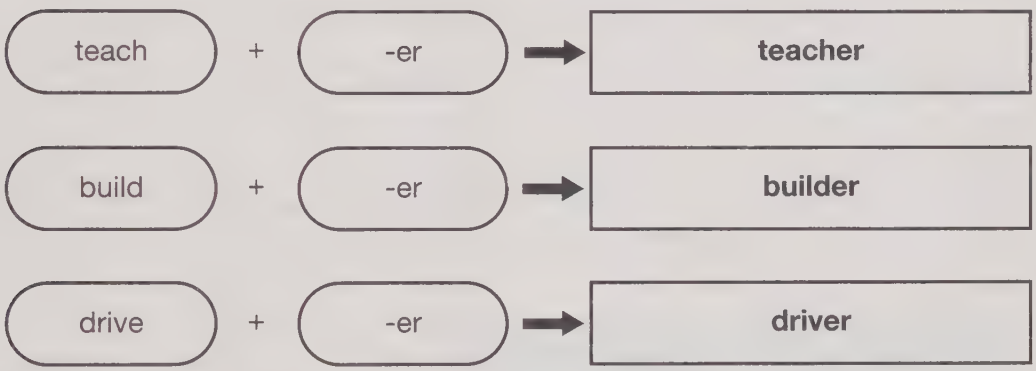
What leaders do you know about? (the President, the principal)

Discuss other words with this suffix. Ask students to tell you the root word for each of these words.

Leader: a person who guides and directs others

Root: Middle English—*læden* meaning *to show the way by going in advance*

Other related words with the suffix *-er:* baker, writer, painter



Conversation Starter

Read these sentences on page 231 to students: "Only about 38 of the 105 people were still alive. The rest had died of hunger and disease."

Ask students why they think settlers kept coming to Jamestown despite the hardships. Ask them if they know of any people today who are faced with difficulties when moving to a new land. **What problems do they face? Why do they decide to move? In what ways are their experiences similar to those of the English settlers?**

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Use with pages 242–247.

Transportation Over Time

Activate Prior Knowledge

To connect students' prior knowledge and experiences to the ideas in this lesson, discuss methods of transportation. You might display photographs of trains, cars, buses, and airplanes from long ago and today.

Ask:

- **How do you get from place to place in your community?**
- **What other ways of travel do you know about?**
- **Have you ever traveled by plane or train? Was it fun? Why or why not?**

Build Background

transcontinental railroad

Help students understand the options available for travel in the early 1800s. Set the scene by explaining that there were no cars, buses, planes, or trains. People in the United States did not even have bicycles until about 1830! Encourage students to think about what this must have been like—and what they would have to do to get to school every day without cars, bikes, or buses. Most people traveled on foot, on horseback, in wagons, or in boats without motors. Ask students what they think people created in the 1800s to improve (and speed up) travel across the United States. **What would be the best way to travel all the way across the United States on land?** Give them clues (e.g., it is long and black, blows out smoke, carries many people).

Travel in the Early 1800s

- on foot
- on horseback
- in wagons
- in boats without motors

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Access Content

Preview the Lesson

Explain that even today people of different ages and countries use different ways of getting around. For example, children may ride bicycles but may not drive cars. In many countries, even among adults, bicycles are the most common means of transportation.

Suggested Questions:

- **What different ways of getting around can you think of?**
- **Have you ever been for a walk in the woods? How was it different from walking in town?**
- **Why do people enjoy getting skates, bicycles, or cars?**

Picture Walk

Invite discussion about the pictures and connect the pictures to the content (section headings and captions) by asking these questions.

Page 243
- Read aloud the section heading. Direct students to the large image and then the inset. Point out that Sacagawea is in both pictures. **What do you think might be happening in the large illustration? Why might a statue be made of a person?**

Page 244
- **Do you think a "final spike" might have been an important thing?**
- **By looking at the bottom photograph, how can you tell that building a railroad is hard work?**
- **What does the caption of this photograph tell us about the people who were coming to the United States?**

Page 245
- Point out the map key. Ask students to trace the Oregon Trail with their fingers on the map, moving from left to right. Repeat this for the Transcontinental Railroad. **Why do you think people wanted to cross the continent? The people on the Oregon Trail did not have a train. How do you think they traveled west?**

Page 246
- **Based on the section heading, why do you think Henry Ford might be important?**
- **How does the car pictured differ from the cars of today?**
- **What do these pictures from the past show us?**

My Lesson Guide

Encourage students to look for important information about transportation over time. Show them how to write down this information to help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Complete the flowchart by writing in the missing words or phrases for each sentence.

The travels of _____
inspired many people to settle in the West.

↓

The _____
was built to link the eastern and western parts of the country.

↓

After American businessman _____
started making cars, other carmakers moved to Detroit.

↓

In 1903 Orville and Wilbur Wright flew the first airplane in
_____.

↓

Today rockets, satellites, and shuttles soar into
_____.

Talk About It

In a small group, act out the roles of Meriwether Lewis and William Clark on their famous expedition. How would they prepare for the trip? What might they have said to each other when they met Sacagawea? What might they have said to her? What exciting discoveries might they have made? What kinds of problems might have occurred? How might they have solved them?

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Notes for Home: Your child learned how transportation has changed over time.
Home Activity: Discuss with your child some of your favorite transportation experiences, such as a bus trip, learning to drive, or the first time you flew in an airplane. Have your child share his or her memories of trips by bus, car, bicycle, or any other mode of transportation he or she has experienced.

Use with pages 242–247.

Extend Language

In this *Extend Language,* students learn about the Latin root *ex-*.

"*Westward* **Expansion**"

page 244

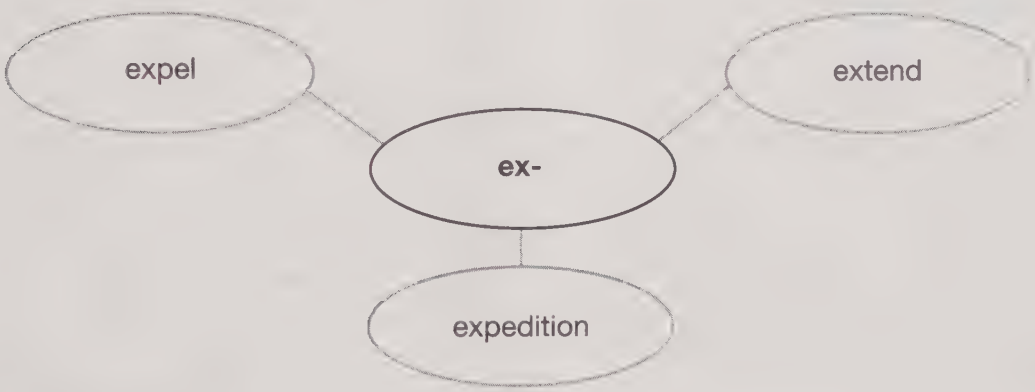
expansion **How can you break this word into smaller word parts?** (ex, pan, sion) **Look closely at the beginning of the word.**

Tell students that the Latin root *ex-* can mean "away from, out of," or "beyond." Then define *expansion* for them and use visual and spatial strategies to explain this concept. For example, you might say that a rubber band expands by showing them how a rubber band stretches out. Discuss other words with this Latin root and show students the meanings using pictures or by moving your body (pushing or moving out with your hands).

Expansion: the process of spreading out or moving beyond

Root: Latin—*ex-* (meaning *out*) + *pandere* (meaning *to spread*)

Other related words: exit, exodus



Conversation Starter

Read aloud this sentence from page 247: "Who knows what the future of transportation will be?"

Ask students to think about how transportation might change in the future. **What clues do we have in the world now to help us make predictions about what might happen? How might cars change? How might public transportation change or improve?**

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Use with pages 250–255.

Communication Over Time

Activate Prior Knowledge

To engage students' interest, try one of these activities (depending on the size of the class and available time). Play the classic "telephone" game of sitting in a circle and whispering a message from one person to the next to see how the message changes as it travels. Divide the class in half. Have one half of the class work as a team to figure out how to communicate a simple message to the other half (e.g., using signs, skits, public announcements). Have volunteers communicate simple ideas (hello, come here, I'm cold) without speaking.

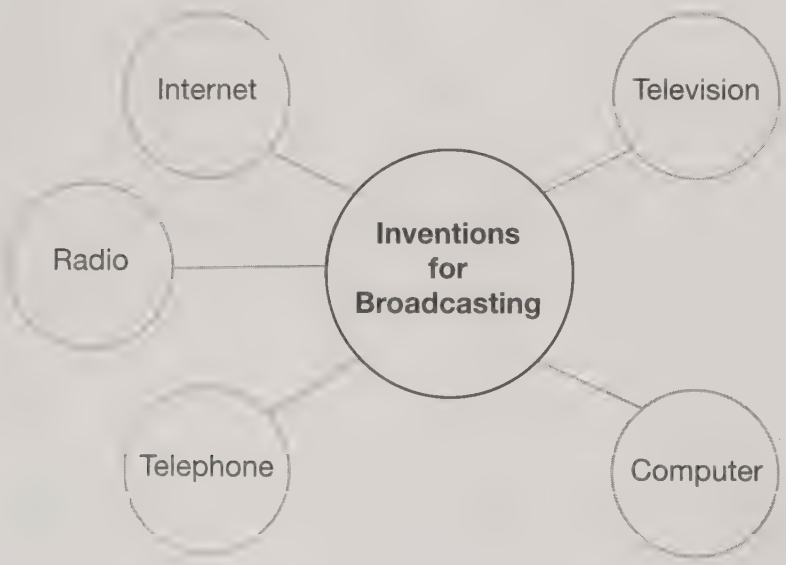
Ask:

- **Besides talking, what other forms of communication do you use?**
- **What sorts of things come to your house in the mail?**
- **How do you communicate with family members who live in another town, state, or country?**

Build Background

invention	broadcast

Work with students to create a web such as the one shown below. Tell them that, at one time, news was broadcast by town criers, signal flags, smoke signals, messengers, beating drums, and a wide range of other means. Help students see that television and radio were inventions that changed the way people broadcast information. Have students suggest other inventions for broadcasting they know of and other types of information that is broadcast.



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Use with pages 250–255.

Access Content

Preview the Lesson

Ask questions to help students think about how people communicate and how methods of communication have changed and improved over time.

Suggested Questions:

- **What does communication mean to you? Why is it important?**
- **Which of these do you use every day: telephone, radio, television?**
- **How would your life be different without these inventions?**

Picture Walk

Talk about the features and details of each picture and prompt student discussion with these questions.

Pages 250 and 251

- Have students compare the postage stamp on page 250 with the section heading on page 251. **Based on the section heading, what can you conclude about the early mail system?**
- Have students compare the two captions on page 251 and notice how they are connected. **How does it appear that Benjamin Franklin was involved with the U.S. mail?**

Page 252

- **What does the map tell you about the Pony Express?**

Page 253

- **How do you think someone operating this machine might make dot and dash signals?**
- **Have you ever seen a movie set in the past in which an operator was sending a telegraph message? What did it sound like?**
- **Do you think Morse code would be difficult to use? Why or why not?**

Page 254

- Help students read the section heading. **How is the television in the photograph different from televisions today?**

My Lesson Guide

Encourage students to look at the section headings and match them to the headings in the graphic organizer. Tell students that they will be looking for details to support each main idea or section heading.

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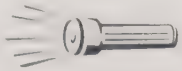
My Lesson Guide 

Directions: Fill in the chart with details to support each main idea.

Mail by Horseback

- Benjamin Franklin _____.

Mail by Pony Express

- Riders carried _____.
- Riders rode _____.

The Telegraph and Telephone

- In 1837 Samuel Morse _____.
- Alexander Graham Bell _____.

Radio and Television

- Guglielmo Marconi _____.
- A. A. Campbell _____.

Talk About It

Work in a small group. Discuss the kind of communication you would be willing to give up for a week. Each person should make a suggestion. Think about giving up sending or receiving mail (including email), making telephone calls, watching television, or listening to the radio. Explain reasons for your choice and what you could do with the extra time. Vote and come to a group decision. Present your decision and reasons to the class.

Notes for Home: Your child learned about how methods of communication have changed over time.
Home Activity: Discuss with your child how different types of communication affect your lives and how you use communication. Share any changes you have seen in communication during your lifetime.

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Use with pages 250–255.

Extend Language

In this *Extend Language,* students learn about prefixes. Invite them to tell you what they recall about prefixes from previous lessons. Tell them that they will focus on the prefix *tele-* here.

> *"Satellites and cables can send us hundreds of* **television** *channels."*
>
> *page 255*

television Help students see that the noun *vision* means "sight."

Have students use *vision* in a sentence. (She has very good vision.)

Remind students that a word part added to the beginning of a word is called a prefix.

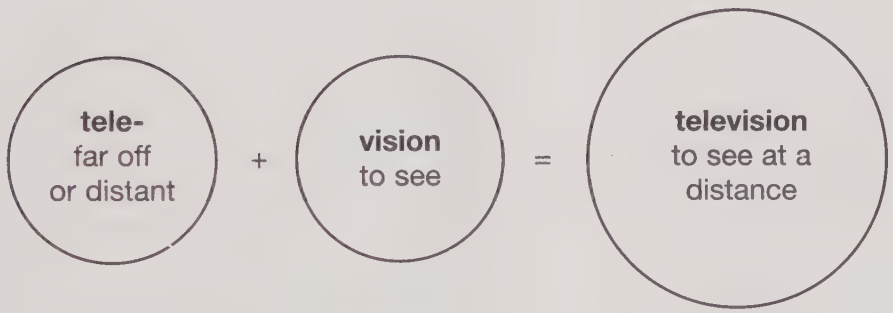
Explain to students that the prefix *tele-* means "far off or distant."

Based on the meanings of *vision* and the prefix *tele-*, what does *television* mean? (to see at a distance) **A television viewer is seeing an image that is being sent over some distance.**

Television: a device that broadcasts words and pictures

Root: Greek—*tēle* (meaning *far*) + French—*vision* (meaning *sight*)

Other words with this prefix: televise, telephone, telescope, telegram, telemarketing



Conversation Starter

Read this sentence from page 254 to students: "In fewer than 100 years, Americans went from sending letters by wagon to calling a number and hearing a voice on the telephone."

Ask students to think about the forms of communication that are in their lives now. What would they like to see change? How might radio or TV be different? What would they like their telephone or computer to do? What forms of communication have they seen (technologies that they have seen in movies, in TV ads, etc.) that they would like to try? How do they think these new communication tools would help them?

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Use with pages 258–263.

Inventions Over Time

Activate Prior Knowledge

If possible, turn out the lights in the room and have only a candle or windows to provide light. Ask students to think about the limits and problems of having only candles or daylight. (candles can blow out or cause fires, daylight ends at sunset, etc.) Discuss how some other inventions, besides electric lights, make people's lives easier or add enjoyment.

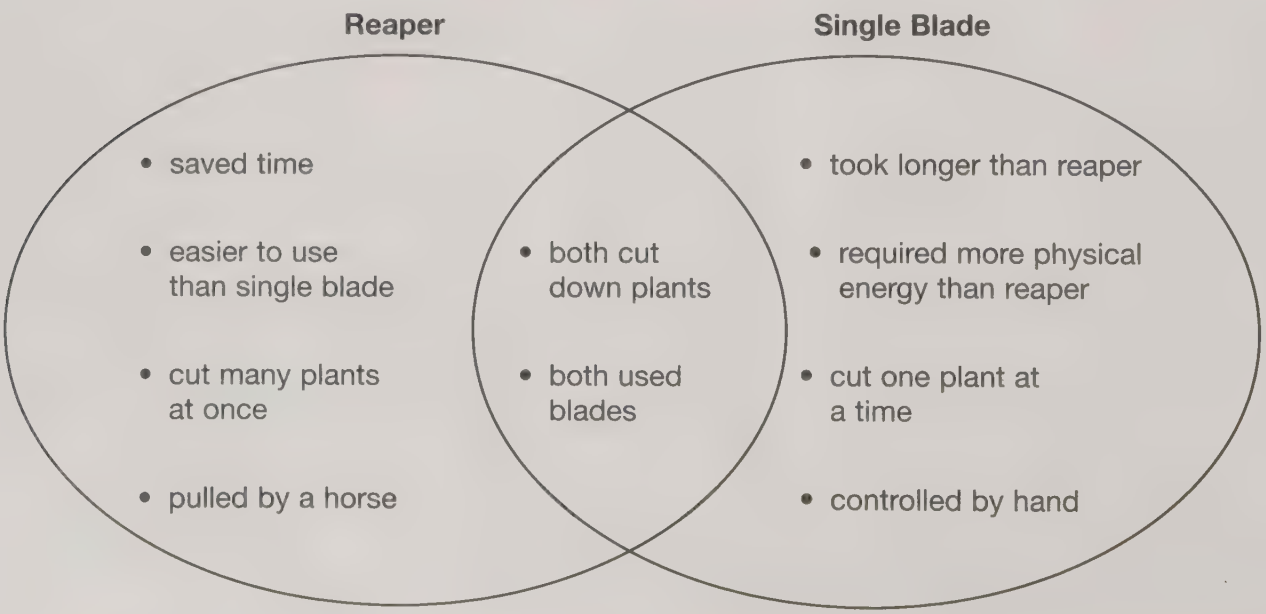
Ask:

- **What chores or jobs do you do at home? Is there something you use that makes a job easier? If not, what might make it easier?**
- **What tasks can you do on a computer? How would you do those tasks without a computer?**
- **Which inventions do you think are the most important? Why?**

Build Background

reaper

Ask students to think about what it would be like to walk through a field and cut down every single plant with a knife. Then share with students the photograph of the reaper on page 260. Discuss the advantages listed in the *Reaper* oval to point out the benefits of the reaper. Finally, have students write words or phrases in the *Single Blade* oval to describe how a single blade contrasts with the reaper.


Reaper
Single Blade
• saved time
• easier to use than single blade
• cut many plants at once
• pulled by a horse
• both cut down plants
• both used blades
• took longer than reaper
• required more physical energy than reaper
• cut one plant at a time
• controlled by hand

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Access Content

Preview the Lesson

Ask questions to get students thinking about the many inventions that make our lives easier and more pleasant.

Suggested Questions:

- **Why do people enjoy using cameras?**
- **How many things in your house use electricity? What does each of these things do?**
- **Do you like music? How many different ways do you and your friends have to listen to music?**

Picture Walk

Page 259
- Read aloud the section heading and the photograph captions. **What is a studio? What can you conclude about the inventor Thomas Edison from what he is holding and what is near him in the photograph?**

Page 260
- Help students read the section heading and caption. Explain that *to reap* is to harvest, or cut and gather the grain on a farm. **What does it look like this machine does? How is this farm different from farms you have seen?**

Page 261
- Read aloud the caption for each picture. **How do early cameras compare with cameras of today?**
- **How do old photographs compare with new ones?**
- **What is a digital camera? What invention is it used with?**

Page 262
- Ask students to look at the pictures on the page.
- **Which of these inventions have you seen or used?**
- **How would our lives today be different without these inventions?**

My Lesson Guide

Tell students to look for important clues about inventors and their inventions. Guide them to look for ways that inventors developed special things that made life better for everyone. Ask them to organize their thoughts and use the clues to complete a summary in *My Lesson Guide.*

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Name _____ Date _____ **Chapter 8, Lesson 3**

Use with pages 258–263.

My Lesson Guide

Directions: Complete the sentences. Then complete the sentence in the summary box for *Inventions over Time.*

1. A Frenchman named _____ invented a way to develop a picture, and an American named _____ invented a simple camera in 1888.
2. _____ helped farmers, and _____'s invention helped harvest crops more easily.
3. _____ was an African American inventor who worked with Edison, and _____ was the inventor of the electric lightbulb.
4. _____ are examples of inventions with information in the last 20 years.

Inventions over Time

From 1700 to today, _____

_____.

Talk About It

Most inventions solve problems. With a partner, talk about the problems solved by the inventions described in the lesson. Choose one of the inventions. Act out a scene showing two people discussing the problem before the invention was created. Then act out the same scene with two people discussing how the invention solved the problem.

Notes for Home: Your child learned about several famous inventors and their inventions.
Home Activity: Ask your child to describe one or more of the inventions covered in class. Discuss inventions used in your home and how they make life easier.

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Use with pages 258–263.

Extend Language

In this *Extend Language,* students learn about Latin word roots.

> *"In 1831, McCormick* **created** *the reaper, a machine that cuts grain."*
>
> *page 260*

created Write these or similar sentences on the board:

I want to create a study plan.

What do you call your creation?

Our art teacher is very creative.

The project creator should include his or her name on the project.

Ask students to tell what each of the underlined words has in common. (all relate to *create*)

Explain that each of these words comes from the Latin word *creatus.*

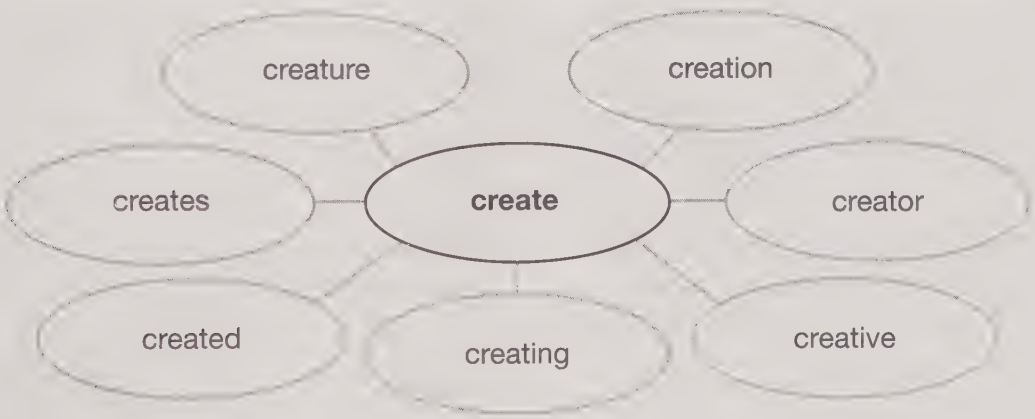
What do you think *creatus* refers to or means? (to produce, bring forth, create)

What are some other words that relate to *create?* (make, build, invent, prepare)

Create: to come up with; make; produce

Root: Latin—*creatus* meaning *to produce, bring forth, create*

Other related word: creativity



Conversation Starter

Read this sentence from page 261 to students: "These men invented a way to take pictures and develop them."

Ask students how they think people recorded images, for example of a friend or a beautiful scene, before cameras. **What sorts of things do people like to take pictures of? Why do people enjoy having pictures of family, friends, or places? How do photographs add to your enjoyment and understanding when you read books, newspapers, and magazines? Would people understand less about the world without pictures? What might you need to do differently if there were no cameras or photographs?**

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Use with pages 266–269.

Medicine Improves Over Time

Activate Prior Knowledge

Help prepare students for the lesson by discussing what they know about illness, medicine, and preventing disease.

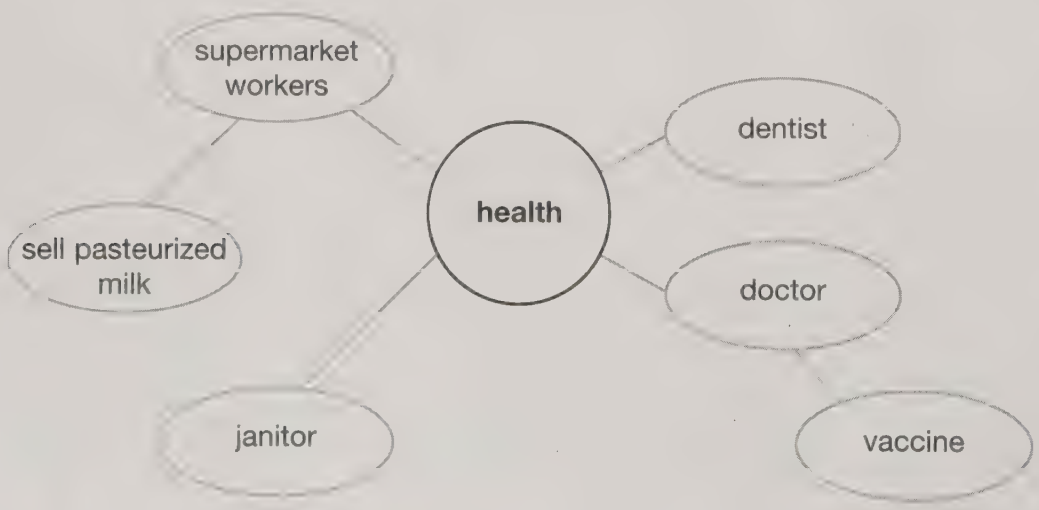
Ask:

- **Did you ever get a shot from a nurse, doctor, or health care worker? Was it because you were sick or to keep you from getting sick?**
- **What sorts of illnesses have you, your family, or your friends had? How were these illnesses treated?**
- **Do you have a refrigerator? Why do people keep food in the refrigerator? What other things do people do to keep food safe?**

Build Background

pasteurization	vaccine

Invite students to discuss what they know about different kinds of doctors and health care workers. **Who helps us take care of our teeth? How do doctors and health care workers learn so much about the body?** Explain to students that these people are scientists. Tell them that these people studied science and the body so that they could help people with their health. Many other people help to protect our health too, such as people in supermarkets who keep food fresh and clean, people who clean the school to keep the hallways clean, and so forth. Encourage student discussion of people who protect our health and the ways they do so. Brainstorm items to complete the diagram below.



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Use with pages 266–269.

Access Content

Preview the Lesson

Ask questions to help students understand that new medicines and ways of fighting disease have saved and improved lives of people around the world.

Suggested Questions:

- **Have you ever seen a news report or a movie about something that made many people sick? Why is this a frightening thing?**
- **Why are medicines so important to people?**
- **Are there diseases you have heard of that you hope can be cured or prevented in the future?**
- **What questions about preventing disease would you like the lesson to answer?**

Picture Walk

Draw students' attention to the lesson's photographs to help the students understand the important contributions of the scientists mentioned.

Page 267

- Read aloud each caption. **What do you expect to learn about these two men, based on the lesson title?**
- **Compare the captions of the two bottom photographs. How can you tell that Louis Pasteur had something to do with the milk?** (Pasteur/pasteurized)
- **What is a laboratory? What kind of work do you think Louis Pasteur did in a laboratory? What do you think he did for a living?**

Page 268

- **What can you tell from the caption for the bottom right picture?**
- **What details in the photograph tell you something about Gertrude Elion?**

My Lesson Guide

Tell students to look for information about the development of different techniques and medicines to fight diseases. They will record this information in a two-column chart in *My Lesson Guide.*

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Name _____ Date _____ **Chapter 8, Lesson 4**

Use with pages 266–269.

My Lesson Guide

Directions: As you read about each scientist, think about what he or she did to help people. Match the information below to each scientist in the chart.

- made medicine to attack diseased cells
- found way to protect people from smallpox
- developed way to kill off germs
- made vaccine for polio

Scientist	What He or She Did to Help People
Gertrude Elion	
Edward Jenner	
Jonas Salk	
Louis Pasteur	

Talk About It

Sometimes a student must get certain vaccines before he or she can attend school. Why do you think this is a good idea? In a small group, talk about what might happen if no one got vaccinated against dangerous diseases. Explain why you think it is better to prevent disease than to get sick and try to get better.

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Notes for Home: Your child learned about the development and improvements of medicines that fight diseases.
Home Activity: Ask your child to share what he or she learned. Talk about vaccines you and your child may have received and the diseases they protected you from.

Use with pages 266–269.

Extend Language

In this *Extend Language,* students learn about word roots.

> *"Then a person's body learned to fight off smallpox. This* **prevented** *the disease from killing the patient."*
>
> *page 267*

prevented **Can you break this word down further?** (pre-, vent, -ed)

What does the prefix *pre-* mean? (before)

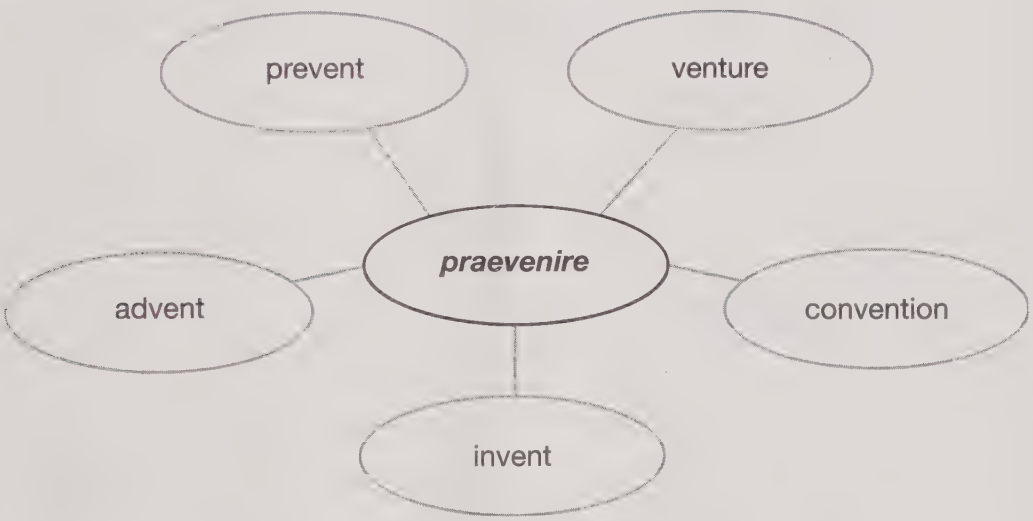
Explain to students that *prevent* comes from the Latin *praevenire,* meaning "come before." If you prevent something, you come before and keep it from happening.

If there is time, you might want to discuss with students how the word *come* can be found in the meanings of each of the related words. For example, *convention* means "a coming together" and intervention means "coming between."

Prevent: to keep something from happening

Root: Latin—*prae* (meaning *before*) + *venire* (meaning *come*)

Other related words: preventive, preventable, adventure, intervene, intervention, event



Conversation Starter

Read the following sentence from page 269 to students: "Many diseases that once killed millions of people are nearly wiped out."

Ask students to explain the meaning of "wiped out" as it is used here. Have them substitute other words and phrases that have the same meaning in the sentence. Encourage students to share another expression with this same meaning.

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Use with pages 290–295.

Earning, Spending, and Saving

Activate Prior Knowledge

Bring into class examples of each denomination of U.S. coin and each bill up to $20. If possible also bring in a $1 coin. Have students identify the amount of each coin and bill. You may also wish to ask how many of each coin are needed to make one dollar.

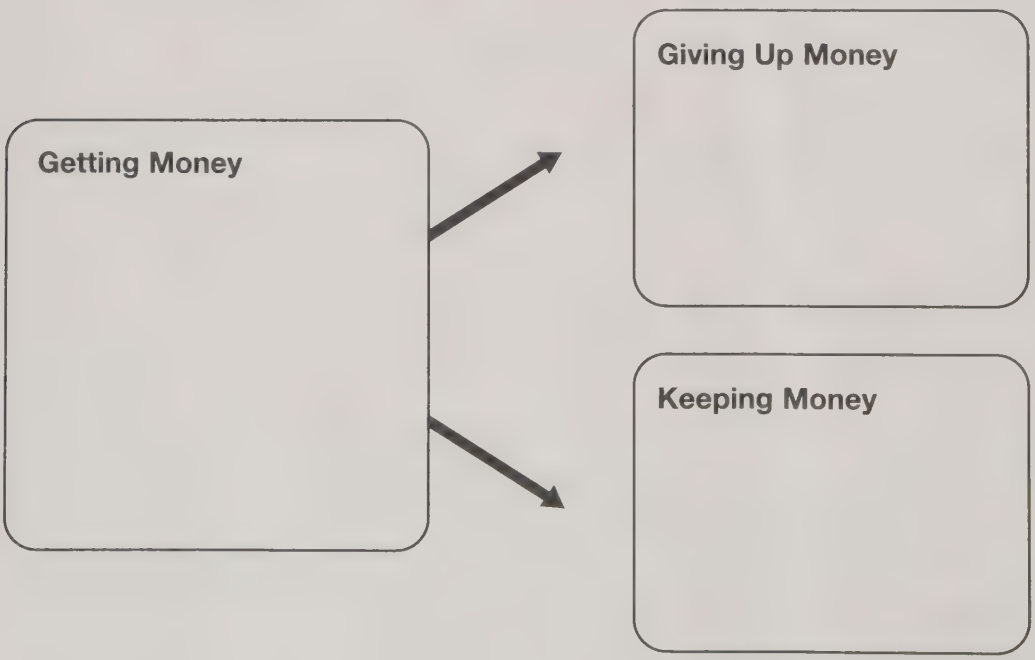
Ask:

- **Why do you think money was invented?**
- **Do you go shopping with family members? How do they plan what to buy?**
- **What would you buy if you had extra money?**

Build Background

earning	spending	saving

Help students complete a graphic organizer such as the one below to build background knowledge about money. Have students suggest ways people get paid for the work they do, what things people spend money on, and why it is a good idea for people to keep some of their money.



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Use with pages 290–295.

Access Content

Preview the Lesson

Ask questions to help students understand the choices that people make about money.

Suggested Questions:

- **Have you ever spent your own money to buy something really special? Where did this money come from? Was it from an allowance or a gift?**
- **Have you ever earned your own money? What are some ways that you have earned money?**
- **What did you do with the money you earned?**
- **Do you ever save money? What are some reasons to save your money?**

Picture Walk

Page 290
- **What are some things in the two small photographs that you might spend money on?**

Page 291
- Help students read Robin's chart. **What are some ways that Robin has thought of to earn money? What does this tell you about how people get money?**

Pages 292 and 293
- Read aloud the section heading. **Why do you think it's important to keep track of your money?**
- Help students read aloud the heading of Robin's chart. **How can the chart help Robin keep track of money? How can it help her to plan?**
- **Does Robin spend as much as she earns?**

Pages 294 and 295
- Read aloud the section heading. Then read the speech bubbles. **Why do you think Robin's parents are talking about what people want and need? How might this conversation relate to saving money?**

My Lesson Guide

As students read the text, direct them to focus on ways to earn, spend, and save money. Show them how this information relates to the headings in *My Lesson Guide.*

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My Lesson Guide

Directions: Write the information below in the correct box. Then complete the sentence to draw a conclusion about what you read.

- Income is the money you earn.
- People keep the part of their income that is not spent.
- Robin used a budget to keep track of money.

Earn

Keep Track

Save

Drawing a Conclusion:

I think that doing these things helps people

_____.

Talk About It

In a small group, talk about saving money. Why is it important to keep some of your money to use later? What are your experiences with saving money? Why did you save your money? What would you say to someone who always spends and never saves?

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Notes for Home: Your child learned about earning, spending, and saving money.
Home Activity: Ask your child to explain why saving money is important. Discuss with your child how you earn, spend, and save money.

Use with pages 290–295.

Extend Language

In this *Extend Language,* students learn that English is made up of words from many different languages. Some of these languages are very old.

> *"Her parents told her that people save for things they* **need** *and* **want."**
>
> *page 294*

need **What does it mean to need something? What does it mean to want something? Can you want something and not really need it?**

Explain to students that these two words are examples of words that are similar in meaning but have two very different origins. Explain to students that English "is made of" words from many different languages. Some of these languages are very old. For example, the English word *need* comes from the Old English word *nēd.*

The English word *want* comes from the Scandinavian (Old Icelandic) word *vanta.*

Need: a necessity or something that someone is unable to do without

Root: Old English—*nēd* meaning *need*

Other words from Old English: soft (*sōfte*), thief (*thēof*), thick (*thicce*)

Tell students that English is mostly made up of words from Germanic languages (such as Old English and Scandinavian languages) and Italic or Romance languages (such as Latin, French, and Italian). Extend students' understanding by inviting them to help you find certain countries on a map or globe (such as France and Italy). Help them identify other places in the world where English is spoken (Australia, England, and so forth).

Conversation Starter

Read this sentence on page 295 to students: "Sometimes it is hard telling needs and wants apart."

Have students review what a need is (something a person must have to live) and what a want is (something a person would like to have). Engage students in a debate about whether various objects are wants or needs. Objects may include a fork, school books, a hairbrush, a stove, clothes, and a car. You may also wish to discuss how some things may be both needs and wants. For example, food can be both a need and a want. People need vegetables, but they may want ice cream.

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Use with pages 300–303.

Choosing Wisely

Activate Prior Knowledge

To connect students' prior knowledge and experiences to the ideas in this lesson, discuss past spending choices students have made.

Ask:

- **Have you ever had to choose between two things you really wanted to buy? Why did you have to choose? What was difficult about this choice?**
- **How did you choose which one to buy?**
- **Have you ever chosen between buying something and saving the money? What helped you make your choice?**

Build Background

making choices

Help students understand the choices people make when spending money by completing a chart such as the one below. Review the elements of economics students have studied so far: earning, spending, saving. Then discuss how spending money wisely involves making choices. Have students create a chart that shows some of the things they would consider when making such choices.

Making Economic Choices
• What do I want to buy?
• What do I have to spend?
• What are my choices?

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Use with pages 300–303.

Access Content

Preview the Lesson

Ask questions to help students focus on the economic choices that people make and what it means to use money wisely.

Suggested Questions:

- **What does it mean when we say a person is wise? Who do you consider to be a wise person? Why?**
- **Do you think that a person who is wise is careful with his or her money? How might this person use money wisely?**
- **What are some examples of wise choices you have made when spending money?**
- **Why is it sometimes difficult to make a wise choice about how to spend money? Talk about a time when it was difficult for you to make a wise choice about how to spend your money.**

Picture Walk

Lead a discussion about the pictures in the lesson to help students preview important ideas.

Page 300 ■ Have students look at the picture of the coins and bills. **What do you think the lesson title, "Choosing Wisely," has to do with money?**

Page 301 ■ Help students read the speech bubbles of the people on the page. **What choices do these people need to make? Why do you think they have to choose?**

Page 302 ■ Review the use of the chart. **How might this chart help Robin make a wise economic choice? Which clues suggest the choice Robin will make?**

My Lesson Guide

Tell students to prepare for the lesson by using sticky notes. Invite them to attach a note next to any confusing or unclear term. On the note, students should draw a picture or symbol (or write a simple definition) that might help them remember what the term means.

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Name _____ Date _____ **Chapter 9, Lesson 2**

Use with pages 300–303.

My Lesson Guide

Directions: Complete the boxes with details from the lesson. Then use the text below to complete the definitions for the terms.

- buying one thing rather than another
- what you give up when you choose one thing instead of another

Choices People Make	Choices I Would Make
Economic choice is _____.	

Robin's Choice	The Choice I Would Make
Opportunity cost is _____.	

Talk About It

Suppose you have saved $50. With a partner, discuss things you want and need. What is the best way to spend this money? What should you consider before making a decision? What do you think you would buy? Why? Why might you want to save this money and not spend it on anything?

Notes for Home: Your child learned about making economic decisions and using money wisely.
Home Activity: Have your child explain why we have to make choices when we spend money.

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Use with pages 300–303.

Extend Language

In this *Extend Language,* students learn about synonyms. Remind them that a synonym is a word with a similar meaning to another word.

> *"Making a list or a chart of* **options** *can help people make decisions."*
>
> *page 303*

options Have students note the use of the word *options* on Robin's chart on page 302. Ask students to suggest another word that Robin could have used. (choices)

Tell students that *choices* is a synonym for *options.*

Explore other synonyms of words in the lesson. Ask students to use the words in sentences to describe things they have bought or would like to buy.

Options: things that may be or are chosen; choices

Root: Latin—*optiomem* related to *optare* meaning *opt*

Other synonyms for *options:* preferences, alternatives

Word	Synonym
pick	choose
buy	purchase
spend	pay
chart	table
save	keep

Conversation Starter

Read this sentence on page 301 to students: "People make an economic choice when they buy one thing rather than another."

Have students consider choices that adults must make when spending money. What things must adults consider when they spend money? What kinds of things will they always have to spend money on? Why is it important for them to spend their money wisely?

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Use with pages 306–311.

A Community Business

Activate Prior Knowledge

Students may have had some experience with business, such as running a lemonade stand or mowing lawns for money. Ask students who have tried selling things or doing chores to earn money to relate their experiences. To further connect students' prior knowledge and experiences to the ideas in this lesson, talk about shopping and services on which their families rely.

Ask:

- **Do you go shopping with your parents? What stores do you go to? What do these stores sell? What is your favorite store?**
- **Does anyone in your family run a business, such as a shop or an office? Does anyone offer a service, such as cleaning houses, nursing, or repairing things?**
- **What lessons, such as dance, gymnastics, music, or karate, have you taken? Where did you go to take these lessons? Who taught you?**

Build Background

goods	services

Help students understand the concept of goods and services by making a chart like the one below. Work as a class to add to all three columns. You may also wish to mention that not all jobs that one person does for another take place in stores. Ask students if anyone comes to their home to repair, paint, and so on. Have students provide as many examples as they can for each category.

Businesses	Things People Make or Grow and Sell	Jobs One Person Does for Another
music store	CDs, tapes	gives music lessons
pet store	pets, pet supplies	
grocery store		gives advice on preparing food
book store		

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Use with pages 306–311.

Access Content

Preview the Lesson

To help students focus on how businesses provide goods and services to people in their community, review what students have learned about communities and earning and spending money. Also discuss what they know about where they get things they need.

Suggested Questions:

- **Where is your community? What is your community like?**
- **We discussed ways that you could earn money. What are some ways other people in your community earn money?**
- **If you could have your own store or business, what products would you sell to people?**
- **Have you ever been to a store that ran out of something you wanted? Was the store having a big sale?**

Picture Walk

Page 307
- **What kinds of things does this store sell?**
- **According to the sign, what services does the store offer?**
- **Why do you think a store might offer lessons?**

Page 308
- **What does the "On Sale!" sign mean?**
- **Does it look like the store has a lot of bats?**
- **Do you think that the bats might be on sale because there are so many? Why might the number of bats make a difference?**

Page 309
- **In your opinion, does the baker have many or few doughnuts to sell?**
- **What might happen if the baker cannot sell all of his doughnuts?**

Page 310
- Read the caption for the picture. **What things do you think the store owner might want to list on a chart? Why? What information on the chart might make him happy?**

My Lesson Guide

Remind students to note the meanings of the vocabulary words for this lesson. Show them how knowing the definitions of these words will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Write each detail in the correct box.

- profit
- the things that people make or grow and then sell
- supply
- jobs that one person does for another
- demand

Products

Goods are _____

_____.

Services are _____

_____.

The Amount of a Product

The amount of a product for sale is called _____.

The amount of a product that people want and can pay for is _____.

Getting Ahead

_____ is the income a business has left after all its costs are paid.

Talk About It

Work with a small group. Discuss a business the group might like to start. What goods or services could you sell? Is there demand for your products? What could you do to create demand? Do you think your business could make a profit?

Notes for Home: Your child learned about supply and demand and how businesses offer goods and services.

Home Activity: Discuss with your child some of the products you use or provide, and have him or her identify whether they are goods or services. If possible the next time you go shopping with your child, discuss possible reasons why some items are on sale.

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Use with pages 306–311.

Extend Language

In this *Extend Language,* students learn about suffixes. Help them recall that a suffix is a word part added to the end of a word that changes the meaning of the word.

> *"A* **business** *makes a profit only when it can sell a product for more than it costs to provide it."*
>
> *page 310*

business Ask students what it means to be busy. Then ask them what *business* means.

Can you break down this word into smaller word parts? (busi, -ness)

Tell students that *-ness* is a suffix added to words to make them nouns. The suffix *-ness* means "a quality of something."

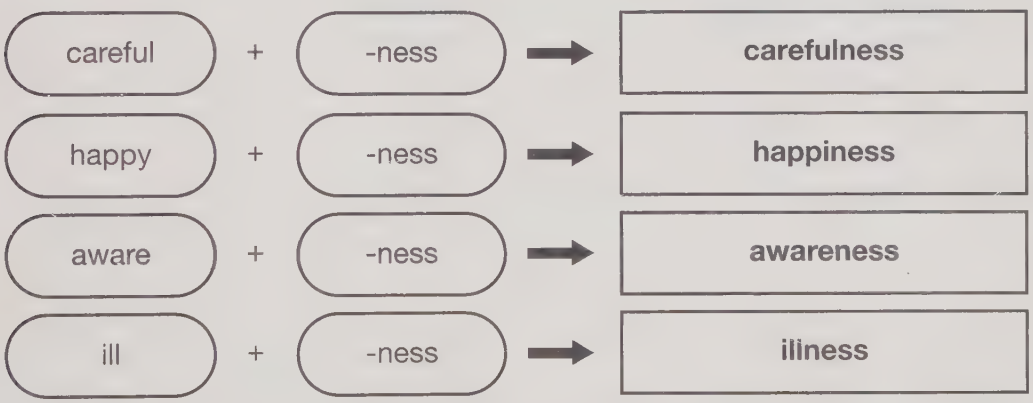
Tell them that *business* is "the quality of being busy."

Guide students to apply and extend their understanding of the term *business* beyond the concept of busyness. Explain that *business* also refers to a person's job. Business also takes up someone's time. Discuss what the common saying "business comes before pleasure" means and how it can help students understand the meanings of the word *business.*

Business: someone's work; the activity of buying, selling, and producing something

Root: Old English—*bisignis* (*bisig* meaning *busy* + *-nis* meaning *-ness*)

Other words with the suffix *-ness:* kindness, thoughtfulness, sweetness



Conversation Starter

Read this sentence on page 311 to students: "Prices of products change as supply and demand changes."

Ask students to think about supply and demand. Have them think about fads they have seen. This may include toys, clothes, or foods that have become wildly popular at school or in the community. Ask them how they think fads affect supply and demand.

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Using Resources

Activate Prior Knowledge

To connect students' prior knowledge and experiences to the ideas in this lesson, point out things in the room and ask students what they are made out of.

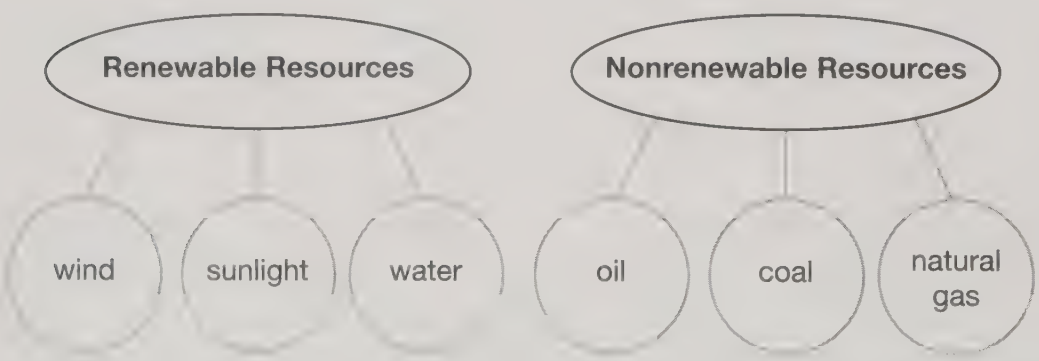
Ask:

- **Where do you think the materials to make these things come from?**
- **Do you know any people who make things we use? What kinds of skills might these people need?**
- **Where do you think products are made? Have you ever had the opportunity to watch things being made?**

Build Background

renewable resource	nonrenewable resource

Ask students what you put into a car to make it operate. Then ask students if they know what gasoline is made of or where it comes from. Explain to students that there is a limited supply of gasoline. Then invite them to tell you what it would be like if corn were used to make fuel for cars. Would the supply of corn be limited or unlimited? Then show students pictures of machines or objects that create solar or wind energy (such as wind power generators). **Is there a limited supply of solar or wind energy? Explain.** Use the graphic organizers below to help students distinguish between renewable and nonrenewable resources.



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Use with pages 318–323.

Access Content

Preview the Lesson

Briefly review what students remember from studying natural resources, and discuss any natural resources found in or near your community. Ask questions about products and resources to prepare students for the ideas in the lesson.

Suggested Questions:

- **What materials would you need to make a product such as a chair or desk? Which of these materials are natural resources?**
- **Do you always need a machine to make a product? What are some products that are not made by machine?**
- **What would you like to learn about how things are made?**

Picture Walk

Encourage student discussion by pointing out the unique features of the photographs and images.

Page 319
- Have students examine the picture at the top right. Explain that this man is cutting down a tree. **What tool do you think he is using to do his job?**
- **What kinds of products are made from trees?**

Page 320
- Point out the map key. **Are oil, gold, and coal natural resources? Why would knowing where these things are found be important?**

Page 321
- Have students look at the two pictures. Then read aloud the section heading. Help students read the photo caption. **What do you think might be the advantages of making a product with a machine?**

Page 322
- Have students look at the picture of the bat being turned on a lathe. Explain that a lathe turns the wood while a knife cuts the wood. **Why might someone be so careful while making a bat?**
- **Compare the modern photograph with the old one. The bats look the same, but how might the business have changed?**

My Lesson Guide

Encourage students to look for the different kinds of resources used to make products. Help them use the statements in *My Lesson Guide* to distinguish the four different types of resources: renewable, nonrenewable, capital, and human.

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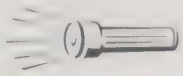
My Lesson Guide 

Directions: As you read, write the details that support each main idea.

Main Ideas	Details
Renewable resources can be replaced within a short time.	
Many nonrenewable resources cannot be replaced.	
Human resources are the people who make products or provide services.	
Capital resources are things used to provide goods and services.	

Talk About It

Work in a small group. Suppose you are beginning a new business. First, discuss the type of product you would like to make—perhaps toys, games, books, or furniture. Discuss what resources you would need. Could you use renewable resources? Could you help replace those resources? What jobs would people have? Would they need to specialize? Would you need equipment? List the things you would need to start your business.

Notes for Home: Your child learned about the various resources used to make products.
Home Activity: Discuss with your child the resources that are used at the place where you or a family member works. Encourage your child to ask you questions about the natural resources and machines used at this place, as well as the people who work there.

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Use with pages 318–323.

Extend Language

In this *Extend Language,* students learn about the word *specialize* and other words with the suffix *-ize.* Tell students that the suffix *-ize* makes verbs from other words.

> *"People working in factories often* **specialize** *in one job."*
>
> *page 321*

specialize Look closely at the word *specialize.* **Break it down into smaller word parts.** (special, -ize)

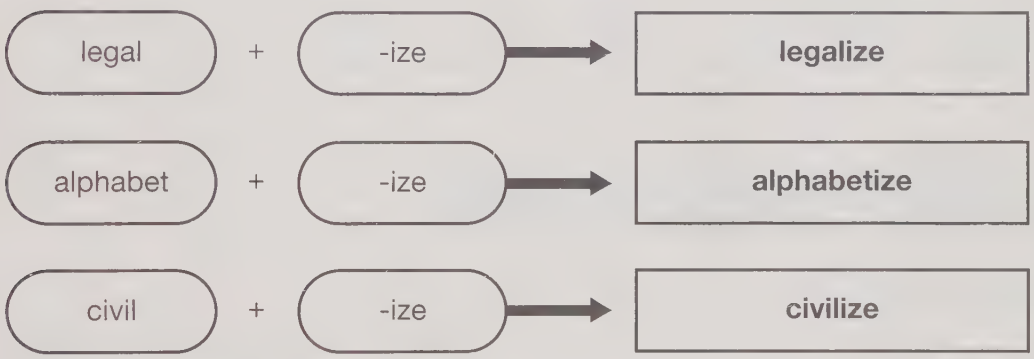
Tell students that *special* means *distinct* or *different from others* or *unusual.* **What does it mean to specialize in one job? What product requiring many specialized workers is discussed in the lesson?**

Discuss other examples of words with this suffix. Invite students to explore each root word and then tell you what they think the entire word (with the suffix added) means. As a class, write sentences using each word.

Specialize: to do one job or make one part of a product

Root: Latin—*specialis* from *species* (meaning *sort* or *kind*) + the suffix *-ize*

Other words with the suffix *-ize:* winterize, memorize, familiarize



Conversation Starter

Read this sentence from page 323 to students: "Machines are often used to produce goods and provide services."

Review with students the making of Robin's bat. It is easy to think of machines that make something. But can students identify machines that offer services? Have students identify some of these machines and describe the service each provides. Use ATMs as an example. Answers might include various types of vending machines, machines that develop film, answering machines, machines that dispense tickets, and so forth.

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Use with pages 328–333.

Depending on Others

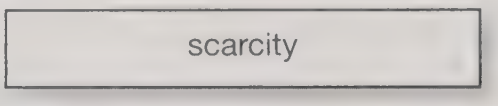
Activate Prior Knowledge

To connect students' prior knowledge and experiences to the ideas in this lesson, discuss ways in which individuals and family members depend on others.

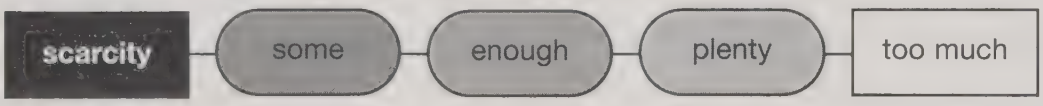
Ask:

- **Have you ever needed someone's help with a homework assignment or with a chore at home?**
- **Do you have a friend who you know will always be there for you?**
- **At home, who cleans your clothes? Who provides your food? Who helps you get to the places you need to go?**

Build Background



Help students understand the word *scarcity* by creating a linear array such as the one below. Begin by writing the key word in the far left box and the word's opposite in the far right box. Have students suggest words or phrases to complete the array.



Have students answer the following questions to help them understand the concept of scarcity:

- **If there were a scarcity of food in your cabinet, would you have a lot of food or a little?**
- **If a community had a scarcity of problems, would that be a good thing or a bad thing? Why?**

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Use with pages 328–333.

Access Content

Preview the Lesson

To involve students in the ideas of this lesson, discuss the things in their lives on which they depend, such as being certain that the grocery store will have food, summer will return, and the school building will be there.

Suggested Questions:

- **What does it mean to depend on others?**
- **What are some products that people need or want?**
- **Who brings the things you need to your home? to your community?**

Picture Walk

Page 329

- **What natural resource is being used in this photograph?**
- Have students read the boy's speech bubble. **What kinds of decisions do people make when there is not enough of something?**

Pages 330 and 331

- Help students read the section heading and speech bubble. **Based on the photographs on these pages, how does it appear this man delivers his wood?**
- **Why might you need to move wood over very long distances?**
- Direct students to the picture at the bottom of page 331. Read each caption aloud. **How are these two pictures similar and different?**

Page 332

- Read aloud the section heading. **When do people help other people?**
- Read aloud the captions on the picture. **Based on the section heading, how do you think this baseball field was built?**

My Lesson Guide

Have students note carefully the sequence of events in the text. Prepare students by focusing on the meaning of the word *interdependence.* Note that two events on the ordered list are not in the text, but are implied. Explain that these events are included to stress the meaning of *interdependence.* Tell students that this information will help them complete the sequence chart in *My Lesson Guide.*

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Use with pages 328–333.

My Lesson Guide

Directions: Write the events in correct order in the chart.

- House builders in Arizona buy and use lumber.
- Some of the many trees in Oregon are cut down.
- The mill in Oregon makes lumber from trees.
- The truck driver makes the long drive to Arizona.
- The lumber store in Arizona pays the driver and then sells the lumber.

Talk About It

What if the people in Robin's community had decided to build the swimming pool instead of the baseball field? In a small group, discuss the ways people could have worked together to build the pool. Act out the jobs that different people would do.

Notes for Home: Your child learned how people use and share resources and goods, and how we depend on one another to get things done.
Home Activity: Ask your child to explain how we depend on one another. Share your own experiences of sharing resources and depending on others. Encourage your child to ask questions.

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Use with pages 328–333.

Extend Language

In this *Extend Language,* students learn about antonyms and the meaning of the word *depend.* Help students recall that antonyms are words with opposite meanings.

> *"Communities* **depend** *on one another for products and resources."*
>
> *page 333*

depend **What does it mean to depend on people?** (to rely on them for help) **Name some people you depend on.**

What kinds of things can you do on your own that you couldn't do when you were younger?

Help students with the noun form of *depend* by showing them the word *dependent.* Then explain that *independent* is a word that is opposite in meaning from *dependent.* It is an antonym for the word *dependent.* **What do you already know about the word *independent?* What does it mean?** (not dependent on others)

Depend: to rely on for support, maintenance, or help

Root: Latin—*dependere* meaning *to hang down* or *to hang from*

Other Antonyms: hardworking/lazy; build/destroy

Word	Antonym
dependent	independent
dependable	undependable

Conversation Starter

Read this text from page 333 to students: "Land was scarce. Money was scarce. But people worked together to build beautiful fields."

Ask students to think about things that are scarce in your community. If students are new to the area, have them share what was in short supply where they came from. When resources are scarce, people help one another. In English, we sometimes use phrases such as "one good turn (deed or act) deserves another" to say that people should help one another. Ask students to share phrases or sayings from their own cultures that express that people should help one another.

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Use with pages 334–339.

A World of Trade

Activate Prior Knowledge

Hand out a variety of small items such as number cards, pencils, counting cubes, or anything else you have on hand. Then encourage students to trade what they have for something they don't have with a nearby student. Have students exchange goods a few times. Tell them that whenever they get something, they must give something away.

Ask:

- **Why do you think people trade things?**
- **In the last lesson, you learned about a truck driver bringing lumber from Oregon to Arizona. What do you think the truck driver received for bringing that lumber?**

Build Background

international trade	communication

If possible show students a large map of the world. If not, direct them to the map on page 338. Tell them that many countries are thousands of miles apart. (If appropriate, have students identify their home countries.) Ask: **If you wanted to trade internationally, that is, with another country, how would you communicate with this country?** Work with students to list as many forms of communication as they can think of that could get information from one country to another.

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Access Content

Preview the Lesson

Ask questions about foreign goods to establish the context and mood of the lesson.

Suggested Questions:

- **Have you ever seen a label that says "Made in China" or "Made in Taiwan" on the bottom or back of an item? What other similar labels have you seen?**
- **Why do we bring things in from other countries? Do you think the reasons are similar to those for taking wood from one place to another?**
- **What do you think these countries might get for the things they send us?**

Picture Walk

Guide students to understand the pictures and to make use of the information in the photographs and section headings.

Page 335 ■ Read aloud the section heading. **What does it mean to depend on others? What might an airplane have to do with depending on others?**

Page 336 ■ Help students read the section heading and caption. **What do you think these "traders" are trading? How can you tell this is a scene from the present, the "now" of the heading?**

Page 337 ■ Explain that people of ancient times traded too. Then explain to students that the pictures show objects from long ago. **Do you think someone would enjoy having one of these objects? Why or why not? What might a person offer to trade for the pot? What do you think you could "buy" with the jewelry?**

Page 338 ■ Help students read the section heading. **Why do you think a ship is shown on the page? What might a ship have to do with trade between countries?**

■ **Why would it be important to know what resources, such as oil, are located in different countries?**

My Lesson Guide

Encourage students to focus on the definitions in this lesson. Tell students that they will be completing sentences to summarize each section of *My Lesson Guide.* Explain that they will be using the important terms in the lesson to complete the sentences.

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Name _____ Date _____ **Chapter 10, Lesson 3**

Use with pages 334–339.

My Lesson Guide

Directions: Complete the sentences with words from the lesson to answer the questions.

How do we depend on others?

- People _____ when they buy or sell goods and services.
- People use technology to share information or news.

This is called _____.

What was trade like long ago?

- People would _____ goods with people in other places to get goods they didn't have.

What is trade like now?

- An important place for trade is _____.
- This is where the _____ is located.

How does trade occur between different countries?

- Communities from all over the world buy and sell goods.

This is called _____.

- To _____ means to bring resources and products into a country.
- To _____ means to send products to other countries.

What is a free market?

- If a _____ decides which crops to plant, he or she is part of a free market.

Talk About It

Work with a small group. Suppose you are business people who would like to start a business in a free market. What choices do you get to make?

Notes for Home: Your child learned about international trade.
Home Activity: Have your child describe why the United States trades with other countries. Then, with your child, examine different products in your home to see what countries the items came from.

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Use with pages 334–339.

Extend Language

In this *Extend Language,* students learn about synonyms. Help students recall that a synonym is a word with a similar meaning to another word.

> *"People choose to trade with each other because they [all]* **benefit."**
>
> *page 336*

benefit Read the sentence above with students. Then invite them to tell you what the word *benefit* means. **How do all sides benefit from trade? How is it a "good thing" for all sides?** To reinforce this concept, use an example of trade between students in which all students gain something they want.

Help students understand that *benefit* is related to something that is "good." It can also mean *gain.* Explain to students that the words *profit* and *gain* have a similar meaning to *benefit.* Tell them they are synonyms for *benefit.* Invite them to explore other synonyms and encourage them to use the words in terms of their own experiences. Write a sentence including one of the words. Then ask students to recast the sentence using a synonym.

Benefit: to be good for

Root: Latin—*benefactum* meaning *good deed*

Other synonym for *benefit:* advantage

Word	Synonym
benefit	profit
bravery	courage
laugh	giggle
collect	gather
mix	blend

Conversation Starter

Read this sentence from page 335 to students: "Another reason people can depend on each other is communication."

Invite students to talk about the special problems of international communication. Phones and e-mail make international communication faster, but different languages make it complicated. **Besides language, what cultural differences can contribute to communication difficulties? Are there things others do that confuse you (or confused you at one time)? Are there things you do (or did) that others have needed to ask you about? What things help us communicate better?**

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Governments in the Past

Activate Prior Knowledge

Explain to students that when we have two or more choices, such as what to have for dinner, we usually have to choose one thing. The way we choose for ourselves alone is often different from the way a group makes a decision. To help students connect with the idea of government, ask them to explore how they make group decisions.

Ask:

- **If you and some friends are trying to make a decision about what game to play after school, what is a good way to decide what to do?**
- **What are some decisions that we make together as a class? How do we make these decisions?**

Build Background

direct democracy	republic

Choose a topic that students could make a decision about, such as what activity to do during free time or recess. First, come up with a list of things to vote on. You may wish to have the class brainstorm for ideas, or you may simply wish to list options (such as activities) that are available for your class. Then, allow students to experience the process of a direct democracy and a republic by acting out the two options below.

Direct Democracy

- Ask students to give their opinions about which listed activity they prefer. Then have each student vote for an activity. Explain to students that the activity that receives the most votes is the one they will do.

Republic

- Ask students to vote for three class representatives who will decide which activity on the list the rest of the class will do. Identify the three students who received the most votes. Then ask the elected students to choose an activity for the whole class.

When the students have completed the activity, ask the following questions:

- **How are a direct democracy and a republic similar and different?**
- **Which type of government do you think works best for a large country? Why?**

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Access Content

Preview the Lesson

Explain to students that people often learn things from people who are older than they are. In the same way, communities can learn from communities that are older. Sometimes these older communities existed long ago. They often had very good ideas about government—ideas that still work. (If necessary, briefly review the general concept of government.)

Suggested Questions:

- **Why is it good to learn from things that happened in the past?**
- **What are some "good ideas" that you know about that we have in the government of the United States?**

Picture Walk

Talk about each picture and lead a discussion with some of these questions.

Page 358
- Ask students to look at the map at the top of the page. **What important places will we be reading about in this lesson?**
- Read the Focus on the Main Idea sentence to students. Explain to them that the word *influence* means *to guide* or *to give ideas to.* **Where did the founders of our country get some of their ideas?** Look at the map. **From whose past government did our founding fathers get some of their ideas?**

Page 359
- Help students read the review sentence. **What will you be learning about in this section?**
- Read aloud the picture caption. **Athens gave us ideas for many of our buildings. What other ideas have come from Athens?**

Page 360
- Point out and identify the U.S. Constitution for students. **What is the U.S. Constitution? Why do you think it is pictured with England's Magna Carta?**

My Lesson Guide

Explain to students that they will be completing a cause-and-effect chart based on their reading. Tell them to look for important information about the governments of the communities mentioned in the lesson. Remind students to look for what happened as a result of the "causes" identified on the *My Lesson Guide* chart on p. 136. Invite students to take notes if they wish.

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My Lesson Guide

Directions: Write the correct effect of each cause listed in the boxes.

- Citizens in ancient Athens met and made laws.
- Noblemen forced King John to sign the Magna Carta.
- The leaders of this community wrote the Mayflower Compact.

Cause	Effect
People long ago wanted a safe place to live, work, and play. →	
Citizens in England before 1215 had few rights. →	
English colonists in Plymouth, Massachusetts, wanted to form a government for their community. →	

Talk About It

Work with a partner. Suppose you are going to speak to people long ago who are going to settle in a new land. The new place has no government. Prepare a short speech in which you tell these people why communities and laws are necessary. Also tell them why it is good to learn from the past. Share your ideas in class.

Notes for Home: Your child learned that governments of the past influenced the founders of the United States.
Home Activity: Ask your child to tell you what he or she learned about the Mayflower Compact.

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Use with pages 358–361.

Extend Language

In this *Extend Language,* students learn about homographs. A homograph is a word that is spelled the same as another word, but has a different pronunciation, meaning, and origin.

> *"People also wanted a place where they could* **live** *under laws that were fair."*
>
> *page 359*

live Have a volunteer say what *live* means in the above sentence. (to make a home somewhere) Write the word *live* on chart paper.

Tell students that this word is a homograph. Explain that a homograph is a word that is spelled the same as another word but is pronounced differently and has a different meaning and origin. **Do you know another pronunciation for the word *live?***

Live: to make a home somewhere

Root: Old English—*lifian* meaning *live*

Other homographs: bass, wind

Provide the following sentences to show students that *live* can also mean *living* or *alive:*

I saw a live giraffe at the zoo.

Some types of plants eat live insects!

to make a home somewhere	**live**	**live**	alive, living
pull apart	**tear**	**tear**	a drop of liquid that comes from the eye
the front of a ship	**bow**	**bow**	a device for shooting arrows

Conversation Starter

Read to students this sentence on page 358: "You cannot wait for your father to get home."

Point out that, of course, the speaker will wait, but this common expression shows that the speaker is eager. Discuss other expressions that indicate that we want things to happen. Have students share comparable ideas.

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Use with pages 366–371.

United States Government

Activate Prior Knowledge

To connect students' prior knowledge to the ideas and information in the lesson, discuss some of the important concepts that appear in this chapter. For example, explain that children become *independent* when they grow up and have their own money and homes.

Ask:

- **What does it mean to be independent?**
- **What responsibilities come with independence?**
- **What are rights? What is freedom? Why are these things important?**

Build Background

amendment

Relate the term *amendment* to students' experiences with rules in the classroom, at home, or in their community. Ask students whether rules they have to follow ever change. Have students describe how rules can sometimes change. Write their responses in a two-column chart. After they have completed the activity, explain that sometimes the government also makes changes to rules when necessary.

Rule	How the Rule Changed
• I must finish my homework before playing with my friends.	• In the summertime when I don't have school, I can play with my friends after doing my chores.
• No food is allowed in the toy store.	• No food or pets are allowed in the toy store.
• Students may not eat food at their desks.	• Students may eat at their desks during a class celebration.

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Access Content

Preview the Lesson

Ask students to recall what they already know about the United States government and how it works. Help them understand that the government protects the rights of its citizens.

Suggested Questions:

- **What do we call the head of the United States government?** (president) **How is the president different from a king?**
- **Citizens have rights, or the freedom to do certain things. What are some rights United States citizens have?**
- **What would you like to learn about the United States government from this lesson?**

Picture Walk

Talk about each picture and lead a discussion with some of these questions.

Page 366 ■ Explain that the document pictured is the Declaration of Independence. **Why would a country want to announce its independence?**

Page 367 ■ Read aloud the photograph caption. **What else do you know about Thomas Jefferson? What would you like to know?**

Page 368 ■ Read aloud the section heading and the caption for each photograph. **The U.S. Constitution is a plan of government. How might these men have helped plan the government?**

Page 369 ■ Guide students in looking over the map of Washington, D.C. **A monument is something that is built to remember a person or an event. Why is there a monument for Washington?**

Page 370 ■ Read aloud the section heading. Ask students to look at the picture of the Bill of Rights. Tell students that the Bill of Rights is a group of changes made to the United States plan of government. **How does the section heading help you guess why changes were made to the government plan?**

My Lesson Guide

Explain to students that they will be learning about how the United States government was formed. Encourage students to note important dates and events related to this theme. Tell them that this information will help them complete *My Lesson Guide.*

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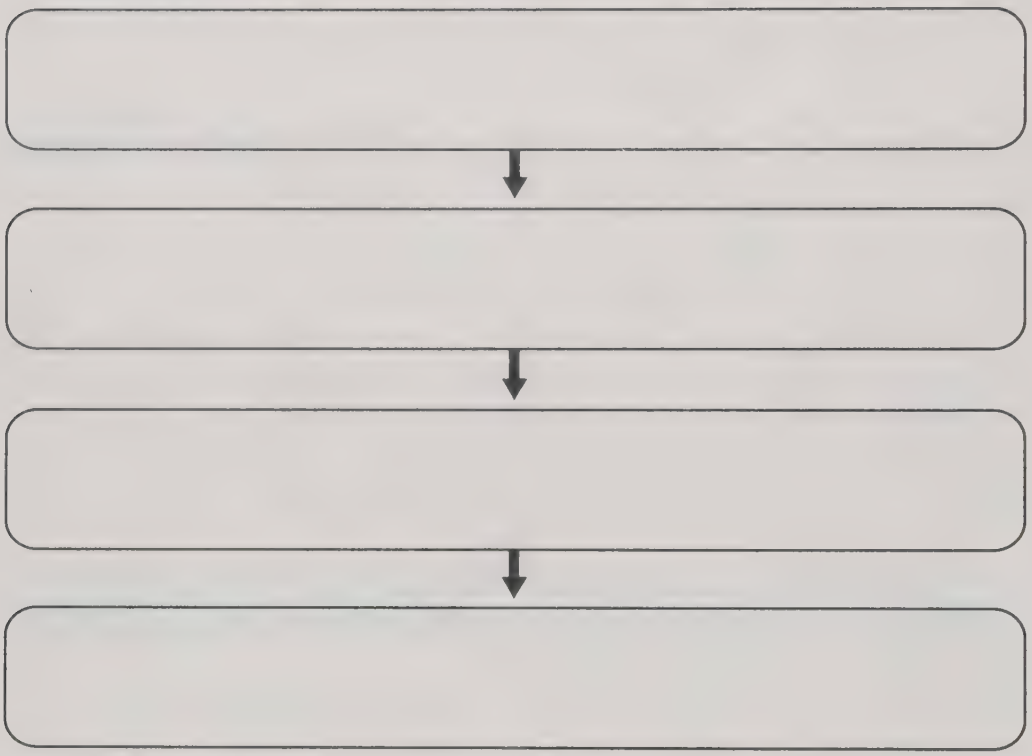
My Lesson Guide

Directions: Write the following events in the correct order in the chart.

- The United States Constitution is completed.
- The Declaration of Independence is read in Philadelphia, Pennsylvania.
- Changes, or amendments, to the Constitution are added.
- People meet in Philadelphia, Pennsylvania, to write a new plan of government for the United States.



Talk About It

Work in a small group. Suppose you are developing a game in which clues are given and players must guess the person who is "speaking." For example, *"I lived in Alabama. I would not give up my bus seat. This brought about change. Who am I?"* (Rosa Parks) Create clues like this for the people in this lesson. Then give some of the clues in class and ask the other students to guess the response.

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Notes for Home: Your child learned about the way the United States government was set up.
Home Activity: Ask your child to tell you about the Declaration of Independence.

Use with pages 366–371.

Extend Language

In this *Extend Language,* students learn about synonyms. Synonyms are words with similar meanings.

> *"We hold these truths to be self-evident, that all men are created* **equal . . . ."**
>
> *page 367*

equal Recall what you learned in the lesson about the government protecting people's rights. **What does *equal* mean in the phrase *all men are created equal?*** (all people should have the same rights)

Invite students to guess what *equal* means. (the same)

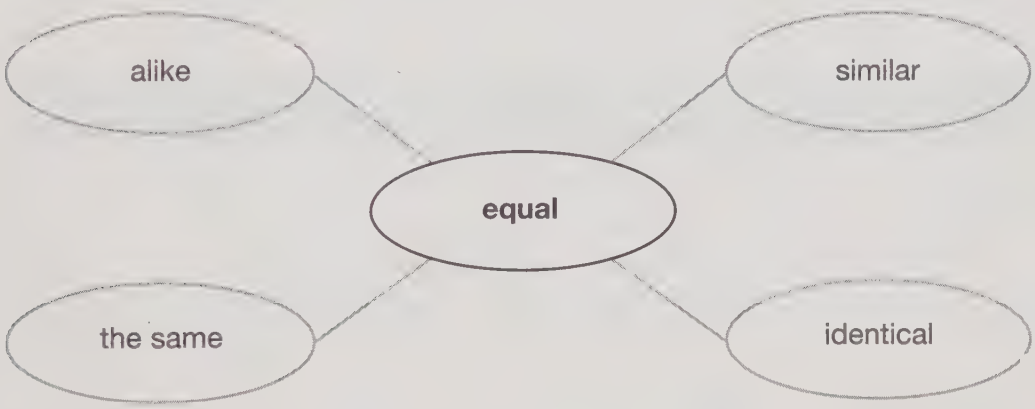
What are some words similar in meaning to *equal?* (alike, similar, identical)

Model using the word *equal* in a sentence. Then replace it with a synonym. *The rights of all people should be equal./The rights of all people should be the same.*

Equal: being the same as

Root: Latin—*aequus* meaning *even, equal*

Other synonyms: free/open; part/piece; stop/quit



Conversation Starter

Read the following sentence from page 368 to students: "Because of his leadership skills, George Washington is called the 'Father of Our Country.'"

Invite students to talk about the title "Father of Our Country." Ask students to talk about what they think it means to be the father of a country. Ask why such a person would need to have strong leadership skills. Ask what other skills such a person would need to have.

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Use with pages 376–379.

Being a Good Citizen

Activate Prior Knowledge

To draw students into lesson concepts, engage them in a discussion about what it means to be a contributing member of a group.

Ask:

- **What are some things your family does for you?**
- **How do you help your family?**
- **How can you help your classmates and friends?**

Build Background

responsibility

Help students explore the concept of responsibility by asking them to talk about chores that they do to help out at home. Then extend the discussion to include important duties students carry out at school and things they do to improve their community. Record their responses in a chart such as the one below.

How I Help at Home	My Duties at School	How I Help My Community
• I take out the garbage.	• I do my homework.	• I don't litter.
• I set the table.	• I listen to the teacher.	• I cross the street when the sign says "Walk."
• I play with my little sister.	• I follow school rules.	• I volunteer with my family at the soup kitchen.

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Use with pages 376–379.

Access Content

Preview the Lesson

Read aloud the Focus on the Main Idea statement. Introduce students to the theme of civic rights and responsibilities by discussing the lesson title, "Being a Good Citizen."

Suggested Questions:

- **What is a citizen? What country or countries are you a citizen of?**
- **Do you think people can help improve their communities? How? Why is it good to help?**
- **What questions about rights and responsibilities would you like answered in this lesson?**

Picture Walk

Pages 376 and 377

- Read aloud the section heading on page 377. Then read the captions for each photograph. **What is a citizen? What are the things these people name as being important? What do these things have to do with being a good citizen?**

Page 378

- Read aloud the section heading. Encourage students to describe what they see in the photographs. Point out that the numbers suggest a sequence of events. Read the captions aloud. **What process are the steps in the picture describing?**
- **Turn the section heading into a question. Why is voting an important responsibility of being a citizen?**

Page 379

- **What do you think the people are doing in this picture? How does that relate to the idea of taking responsibility?**
- **Read the review question. What do you think you will learn in this section?**

My Lesson Guide

Explain to students that as they read they should pay attention to what students and adults can do to be good citizens. Explain that identifying specific responsibilities of citizens will help them complete *My Lesson Guide.*

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My Lesson Guide

Directions: Write the responsibilities in the correct part of the chart. For the responsibilities listed, write a result or example of it in the chart.

Responsibility	Result, Example, or Definition
respect the rights and property of others	
	pay an extra charge for something
	help decide who runs government
obey laws	
	volunteering is one way to do this

Talk About It

Work in a small group. Recall what you learned about improving the community. Then talk about what citizens can do to make your community a better place to live. What things would you like to see improved in the area where you live? How would you use your talents to help out?

Notes for Home: Your child learned about the responsibilities of being a good citizen.
Home Activity: Ask your child to tell you about some of the responsibilities that citizens have.

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Extend Language

In this *Extend Language,* students learn about the suffix *-ity.* A suffix is a word part added to the end of a word to change the word's meaning.

> *"They feel they have a* **responsibility** *to help."*
>
> *page 379*

responsibility **What word do you recognize in the word *responsibility?* Break this word into smaller parts.** (responsible, -ity)

Ask students to tell you what *responsible* means. Tell them this word is an adjective—a word used to describe a noun.

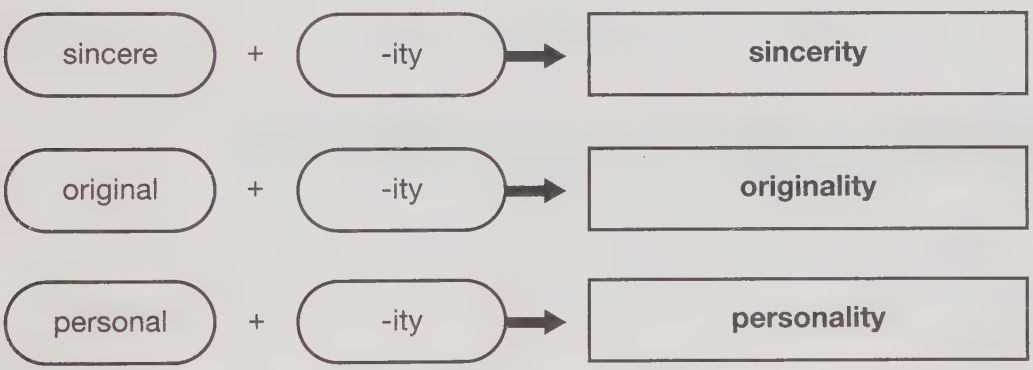
Tell students that the word *responsible* can be changed into a noun by adding the suffix *-ity* to the end of the word. The suffix *-ity* means *a fact of being* or *a quality.* Use the adjective *responsible* in the sentence below. Then ask students to change the sentence to include the noun *responsibility.*

My neighbor asked me to walk her dog every day because I am a responsible person. (Walking her dog is a responsibility of mine.)

Responsibility: being responsible

Root: Latin—*responsum* meaning *responded*—from *re* (meaning *in return*) + *spondere* (meaning *to promise*)

Other words with the suffix *-ity:* community, sensibility, ability



Conversation Starter

Read this sentence to students: "Volunteers in your community might help people who are hungry or need clothing."

Ask students to identify something that could be improved in their school or larger community. What special talents do people in the class have? Is there a group (such as the elderly) that could be helped by those talents? Encourage students to think of things they can do to help people or the environment in your area. You may also invite them to tell you examples of things they know people already do in the community—or things that the students already do in the school or community.

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Community Services

Activate Prior Knowledge

Each day students are the beneficiaries of community services, such as fire and police protection. Ask students the following questions to help them tap what they already know about community services.

Ask:

- **Who helps make our community safe? What might our community be like if there were no police officers or firefighters?**
- **Have you ever ridden on a subway train? a bus?**
- **When you need a special book to read, where can you go to find one, other than a bookstore?**

Build Background

recreation

Work with students to create a chart like the one below about ways to spend free time in public places. Explain that *public* means *open to anyone in the community.* Have students provide as many examples as they can for each category. Then ask: **Why do you think it is important for people to enjoy themselves? What might a community provide to help people enjoy themselves?**

Outdoor Activities	Indoor Activities
• playing at the park • swimming in the lake • boating on the lake • riding bikes on trails • hiking on park trails	• visiting the museum • checking out books at the library • swimming in an indoor pool when it's cold outside

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Access Content

Preview the Lesson

Have students act out jobs that represent community services. Give small groups of students one of the jobs below. If necessary help students understand what duties are performed in these jobs. Then have groups create a scene and share it with the class. Some jobs could be

- firefighter
- police officer
- librarian
- camp counselor
- tour guide at a museum
- bus driver
- train conductor

Picture Walk

Help students preview the lesson content. Read aloud the section headings, captions, and review questions. Before you begin the *Picture Walk,* tell students to look at the review questions. Then ask students what they think they will learn in this lesson.

Page 384 ■ **This photograph shows a museum. What is a museum? Why is a museum helpful to a community?**

Page 385 ■ **Where do you think the scene in this photograph takes place? What is happening in this photograph?**

■ **This section heading reads, "Services People Want." What things do you think people want from a community?**

Page 386 ■ Read aloud the section heading. Direct students' attention to the four categories of services, and read the headings. Have students match each photograph on the side of the page with one of the categories. **How does each of these categories serve or help people?**

My Lesson Guide

Suggest to students that they take notes about the four types of services communities provide. Explain that students will be completing a chart in *My Lesson Guide* that uses this information.

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My Lesson Guide

Directions: Write the words that follow in the correct column or columns of the chart below.

- buses
- sports leagues
- subway trains
- police officers
- swimming pools
- firefighters
- sidewalks
- parks
- bike paths
- senior centers
- schools
- libraries

Safety and Security	Education	Recreation	Transportation

Talk About It

With a partner, discuss what you would like to do on the weekend in your community. Think about the services your community has to offer and which ones you would like to do. Will you visit a library? a museum? a park?

Notes for Home: Your child learned about the services that communities provide.
Home Activity: Ask your child to tell you about the different services that many communities provide.

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Extend Language

In this *Extend Language,* students learn about synonyms for the word *build.* Remind students that synonyms are words that have similar meanings.

> *"Some governments* **build** *sidewalks and bike paths."*
>
> *page 386*

build Write the sentence above on the board and read it aloud. **What does *build* mean?** (to construct something)

What words mean the same thing as *build?* (make, assemble, create, construct)

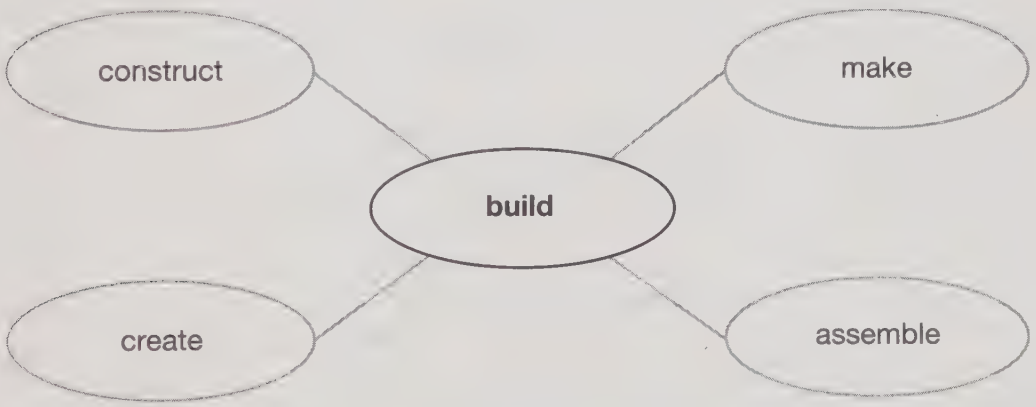
Explain that synonyms are words that have similar meanings. *Build* and *make* are synonyms.

Ask students to act out building something. After their demonstrations ask students to describe what they were building by using synonyms for the word *build*. For example: *I was constructing a house.*

Build: make by putting materials together

Root: Old English—*byldan* meaning *build*

Other synonyms: silly/funny; shiny/bright; rest/relax



Conversation Starter

Read this sentence from page 386 to students: "Recreation is important to many people."

Ask students to recall the different types of community recreational activities people engage in, such as sports leagues, swimming, and martial arts classes. Discuss how our lives would be different if we did not do things that we enjoyed. Ask: **Why is recreation important? What kinds of things do you enjoy doing in your free time? What community recreational activities are there where you live?**

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Community Leaders

Activate Prior Knowledge

To assist students in thinking about community leaders, bring in local newspapers. Show students articles that mention various community leaders or photographs of them. Ask students to think about community leaders they are familiar with and what things these leaders do.

Ask:

- **Who are some community leaders you know of? For example, who is your mayor? Are any of your neighbors or family members part of the local school board or park board?**
- **Have you ever seen a community leader at a community event, such as a Fourth of July picnic? What did the leader do there?**

Build Background

council

Engage students in the following activity to help them build background for the concept of *council.* Have them think about a community that has 1,000 citizens. Ask: **Suppose the community needed some new, important laws to be made. What problems might occur if all 1,000 people attempted to decide on these laws together and at the same time?** Write student responses on the left side of the T-chart below. Help them see that this decision-making process might take a long time and be unproductive because so many people and opinions would have to be heard and considered. Then ask: **How might the process work if a small group were put in charge of making the laws? Why might this be a better way of doing things?** Conclude the activity by asking the following: **Which method do you think a community should use to decide on new laws? Why do you think so?**

All People Make New Laws	Small Groups Make New Laws
• can take a long time	• time for people to think about issues or new laws
• not enough time for each person to offer opinions or ideas	• time for each person to offer opinions or ideas
• decisions might never be made	• decisions can be made faster

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Access Content

Preview the Lesson

Help students preview the lesson content by reading aloud the review questions and section headings. When you read the last section heading, explain that the word *consent* means *permission.* Offer the following sentence to help students understand the meaning of *consent: You must have a parent's consent before going into the pool.* Then read the *Focus on the Main Idea* sentence in the Preview column.

Suggested Questions:

- **Based on the Review questions and section headings, what do you think you will learn in this lesson?**
- **What needs do communities have? How might leaders help meet these needs?**
- **How are community leaders chosen? What is an election?**

Picture Walk

Guide students through a preview of the lesson by questioning students about the pictures.

Pages 390 and 391

- **The word *local* refers to the area where you live. The term *local government* is at the center of this web. This tells me that all of the services and leaders in the web are provided by or controlled by the local government.**
- **Name some community leaders you see pictured in this web.**

Pages 392 and 393

- **What do you think the points under each photograph will tell you? Do community leaders work alone or in groups? How can you tell from these photographs?**
- **The small hammer on the left is called a gavel. Why do you think it is pictured here?**
- **Why do you think it is important for police officers and firefighters to wear badges such as the ones shown here?**

Page 394

- Read aloud the speech bubbles for the candidates. **Have you ever heard someone running for office speak on radio, on television, or in person? What office were they running for?**
- **Read the section heading. What do you think these people are doing?**

My Lesson Guide

Explain to students that they will be learning about the different things that community leaders do. Tell them to take notes on what jobs community leaders have and what the responsibilities of those jobs are. Explain that this information will help them complete the chart in *My Lesson Guide.*

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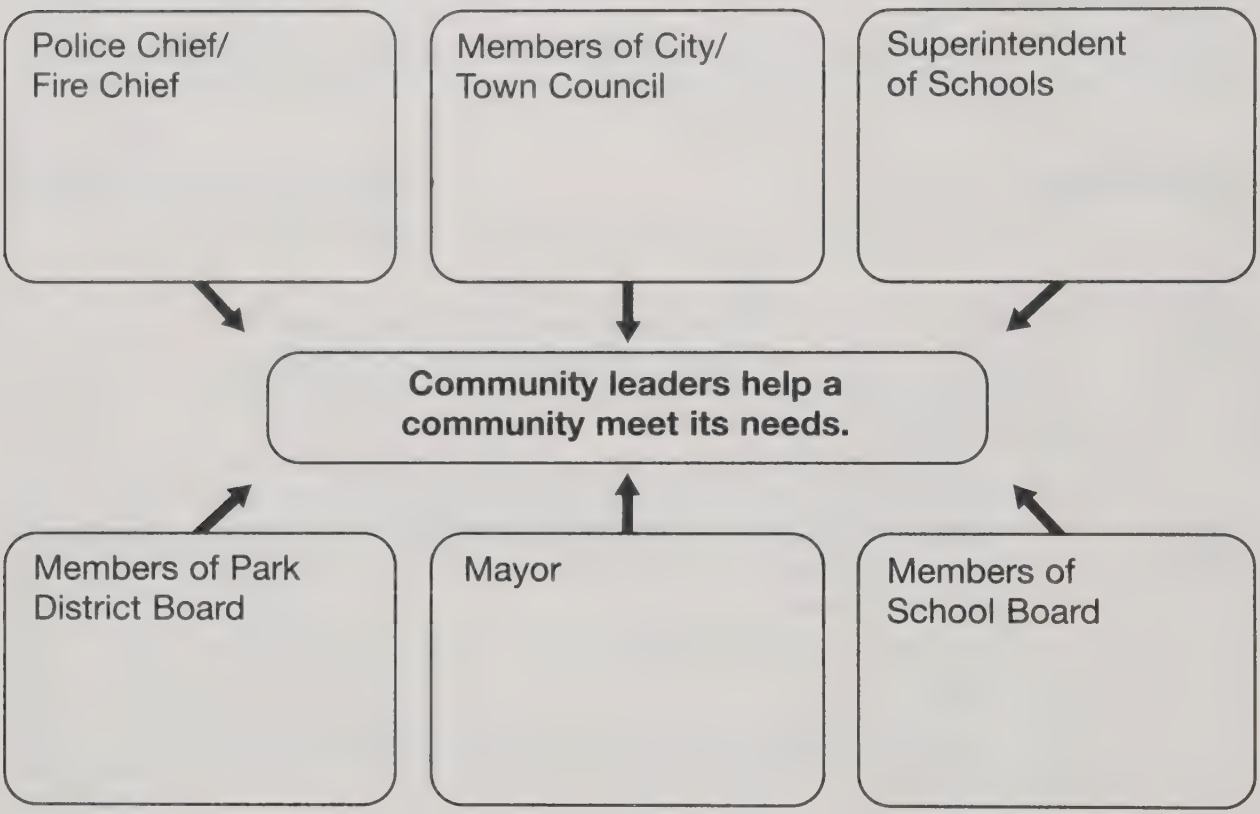
My Lesson Guide

Directions: Fill in the graphic organizer by writing the responsibilities for each community leader.

- makes rules for the school district
- helps the community meet its needs for recreation
- hires police officers or firefighters
- usually hires principals
- has meetings to listen to citizens
- enforces the laws of a community


Police Chief/ Fire Chief
Members of City/ Town Council
Superintendent of Schools
Community leaders help a community meet its needs.
Members of Park District Board
Mayor
Members of School Board

Talk About It

Work in a small group. Talk about the different jobs above and which ones sound interesting to you. Then choose a place to work in your community and make up your own team of workers. Who would be the leader? What would the other people do as part of the team?

Notes for Home: Your child learned about various positions that community leaders have.
Home Activity: Ask your child to tell you what *consent* means and why it is important to voters and leaders.

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Extend Language

In this *Extend Language,* students learn about words with multiple, or many, meanings.

> *"Carries out* **rules** *made by the school board."*
>
> *page 393*

rules **What does *rules* mean in this phrase?** (laws or regulations to follow) **Use *rules* in a sentence.** (You must follow the rules.)

Write this sentence on the board and read it aloud: *The king rules the kingdom.* Underline the word *rules*.

What does *rules* mean in this sentence? (to control or oversee)

Is this meaning the same or different from the word *rules* in the first sentence? (different)

Explain that *rules* and *rules* are words with multiple, or many, meanings.

Have students think of other words with multiple meanings.

Rules: laws or regulations

Root: Old French—*riule* meaning *rule*

Other words with multiple meanings: run, slate, star

Word	Meaning
rule	law or regulation
rule	to control or oversee
figure	symbol standing for a number
figure	design or pattern

Conversation Starter

Read the following sentences on page 391 to students: "The police chief will run the police department. The fire chief will run the fire department."

Ask students what *run* means in these sentences. **What other words can you think of that mean the same thing? What else does *run* mean? Use it in a sentence with this meaning.**

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Use with pages 398–401.

State Government

Activate Prior Knowledge

Help students connect their experience and knowledge to the lesson theme by asking them about local government and the leaders they learned about in the previous lesson.

Ask:

- **How do governments provide services?**
- **How do governments make laws?**
- **How do governments help keep people safe?**
- **How do governments settle disagreements?**
- **What are some other things that governments do?**

Build Background

State government

To help students build background for the idea that state government has three branches that work together, have them think about some ways people on a baseball team work together. Make a chart such as the one below. Discuss each player's position and then have students describe their responsibilities. Write their ideas in the chart.

Team Member	Responsibilities
• Pitcher	• Throws the ball
• Batter	• Hits the ball
• Catcher	• Catches the ball
• Coach	• Teaches players
• Umpire	• Makes sure the rules are followed

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Access Content

Preview the Lesson

Read aloud the lesson title, "State Government." Tell students that this lesson talks about how the state government has many responsibilities. Review briefly what a government is and how different parts of a government work together to make and carry out laws. Have students act out different laws that they know about. Groups may act out wearing a seat belt or crossing the street at a crosswalk. Then discuss how laws help the community.

Picture Walk

Help students read the section headings and captions. Assist students in gaining a general understanding of the lesson content by discussing the images shown.

Page 398
- **The capital of Georgia is Atlanta. The state government is located in the capital. What is the capital of your state?**

Page 399
- Read the section heading. Tell students that the state government has three branches, or parts. Look at the chart at the bottom of the page.
- **What is the responsibility of the Legislative branch?**

Page 400
- **How does this section heading compare with the previous section heading? What do you think this section will be about based on the heading?**
- Look at the flow chart. Have students review each step of the chart.
- **What can the governor do when he or she reviews a bill?**

My Lesson Guide

Tell students that they will be reading about how the state government works to make laws, carry out laws, and determine if laws have been broken. Have them take notes on the responsibilities of each branch of government in making laws. Show them how this information will help them complete *My Lesson Guide.*

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Name _____ Date _____

Chapter 12, Lesson 3

Use with pages 398–401.

My Lesson Guide

Directions: Describe the responsibilities of each branch of government in making laws. Write the phrases below in the correct places.

- signs a bill to approve it
- approves bills
- vetoes a bill
- decides if laws have been broken
- enforces laws

Legislative Branch	Executive Branch	Judicial Branch

Talk About It

Work in small groups. Suppose that you have an idea for a new law. Discuss how you can help start the law-making process. Then act out a scene showing how your idea for a law can become a bill, which can then become law.

Notes for Home: Your child learned about how the state government makes laws.
Home Activity: Ask your child to tell you about how laws protect people and keep communities safe.

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Extend Language

In this *Extend Language,* students learn about antonyms. Remind students that antonyms are words that have opposite meanings.

> *"The governor may approve a bill by signing it, or disagree with a bill and* **veto** *it."*
>
> *page 400*

veto **What does *veto* mean?** (reject)

Use *veto* in a sentence. After students offer responses, write this sentence on the board and read it aloud: *The governor will veto the bill.* **Suppose the governor does not veto the bill. What else could the governor do?** (approve it)

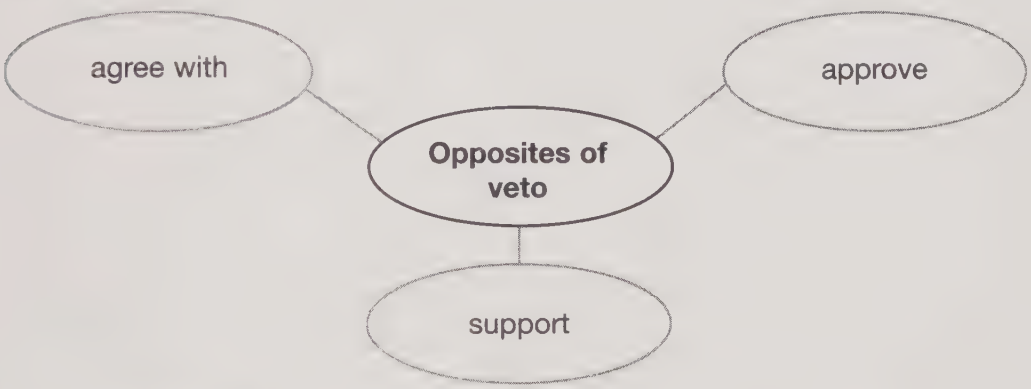
Explain that *veto* and *approve* are antonyms, or words that have opposite meanings.

List some bills that have been approved by the governor and have become laws. **With a partner, name some of these bills in sentences using antonyms for *veto*. For example: *The governor supported the bill about seat belts.***

Veto: reject

Root: Latin—meaning *I forbid*

Other antonyms: push/pull; fast/slow; up/down



Conversation Starter

Read the following sentences from page 400 with students: "Two things might happen if a bill is vetoed by the governor. One is that the bill does not become a law. Another is that the vetoed bill is voted on again in the Legislative branch. The Legislative branch can approve the bill and make it a law, even though the governor vetoed it."

Engage students in a discussion about why a governor can veto a bill and how the Legislative branch can approve a bill that has been vetoed by the governor. **Why do you think a governor can veto a bill? Why do you think the government is set up so that the Legislative branch can still approve a bill even after it has been vetoed by the governor?**

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